

**Library Needs Assessment  
for the  
Harbor Gateway - Harbor City Branch Library  
of the  
Los Angeles Public Library**

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September 2002

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## **I. EXECUTIVE SUMMARY**

In August 1997, the Harbor Gateway – Harbor City Branch Library opened in 4,500 square feet of leased space in a mini mall at 1555 W. Sepulveda in the southern part of Los Angeles. The lease, furniture and equipment, core collection and first year staffing were funded by Housing and Community Development Block Grant (HCDBG) funds. The library has a three year lease with three one year options. Library use increased each year from 1997 to 2001. In March 2001, the leased space was expanded by an additional 1,800 square feet, also with HCDBG funds.

The branch provides service to residents of Harbor Gateway and Harbor City which are adjacent neighborhoods that form one community in a special geographic area in Los Angeles which connects the Los Angeles Harbor in San Pedro to the rest of City of Los Angeles. The shape of the community is a 9 mile long, thin trapezoid that is a little wider on the south end, but otherwise is approximately 2/3 mile wide.

Harbor Gateway-Harbor City is an urban area with a population of 67,342 residents as of the 2000 U.S. Census, an increase of 60% since the 1980 U.S. Census. The population is expected to increase by 12% to 75,423 by 2020. Community residents are younger than the California and U.S. averages with residents under 21 years of age accounting for 36.2% of the service area population, compared to 31.7% for California and 30.0% for the U.S. The community is also more racially diverse than the California or U.S. averages. There are higher percentage of African Americans, Asians, and Hispanics living in the community than the California or U.S average. Hispanics or Latinos account for 51.84% of the community residents.

Compared to the California average and the U.S. average, a higher percentage of Harbor Gateway – Harbor City residents are foreign born. Foreign born individuals account for 38.9% of the Harbor Gateway – Harbor City population compared with 26.2% for California. More than half (58.4%) of the residents of Harbor Gateway – Harbor City speak a language other than English.

The City of Los Angeles and the Los Angeles Public Library have actively engaged the community in a discussion on a wide variety of library related topics over the past few years. Library users, students, faculty, and community residents have participated in community meetings, surveys and other activities designed to elicit their opinions on desired library services and their vision for a new branch library in the Harbor Gateway – Harbor City community

At various community meetings occurring in 2001 and 2002, community residents expressed their excitement about the possibility of finally getting a permanent state of the art branch for their community. They spoke eloquently about their needs. They indicated their children needed a place to study and they need books to help them

complete their home work assignments. They also said their children needed access to computers. Attendees also expressed their interest for books and other current materials for their personal use. They wanted the Library to partner with Narbonne High School rather than one of the elementary schools or the middle school because all the schools feed into the high school and it represents all the youth of the community. Narbonne High School had a 2002-03 student population of 2,817 students, of which 58.6% are Hispanic and 21.0% are African – American.

Los Angeles Public Library staff and the Los Angeles Unified School District have developed an exciting joint use project based on input from students, faculty and community residents. Students and faculty identified the need for homework resources, homework help, and a homework center as their top priority for library use. Branch staff, in cooperation with the faculty at Narbonne High School, will offer orientation on how to do research and how to write reports or term papers. Classes will also be offered on how to locate, evaluate and use information resources from a variety of sources, how to locate information on the Internet, and/or how to effectively search the licensed databases the library provides. These classes will be provided in the Computer Training Center at the branch.

Students from Narbonne High School will provide peer tutoring at designated hours in the branch. This will enable students to work one-on-one or in a small group with a tutor to obtain the additional assistance or instruction they need. Two conference rooms will be available for this purpose, as well other locations in the branch.

In response to community input, as well as community demographics and use patterns at the existing branch, the following service responses, listed in alphabetical order, were identified as being the highest priority for the branch:

**Cultural Awareness**  
**Current Topics and Titles**  
**Formal Learning**  
**Information Literacy**  
**Lifelong Learning**

Each of these service responses provides opportunities for the library staff to design and offer a wide range of activities for community residents of all ages. Each service response also has implications for the collection, technology and the library facility in which the service will be offered. Those implications will be addressed in the Plan of Service and the Building Program for Harbor Gateway – Harbor City Branch Library.

## **II. NEEDS ASSESSMENT METHODOLOGY**

### **A. Executive Summary – Needs Assessment Methodology**

The City of Los Angeles and the Los Angeles Public Library have actively engaged the community in a discussion on a wide variety of library related topics over the past few years. Library users, students, faculty, and community residents have participated in community meetings, surveys and other activities designed to elicit their opinions on desired library services, the location of the new library, the orientation of the library on the selected site, and their vision for a new branch library in the Harbor Gateway – Harbor City community

At various community meetings occurring in 2001 and 2002, community residents expressed their excitement about the possibility of finally getting a permanent state of the art branch for their community. They communicated their support for the new library facility to their government representatives. They spoke eloquently about their needs. They indicated their children needed a place to study and they need books to help them complete their home work assignments. They also said their children needed access to computers. Attendees also expressed their interest for books and other current materials for their personal use. They wanted the Library to partner with Narbonne High School rather than one of the elementary schools or the middle school because all the schools feed into the high school and it represents all the youth of the community.

Meetings were held in 2001 and 2002 with representatives of the Los Angeles Unified School District. These included numerous meetings with staff of the Narbonne High School. During these meetings, LAPL and LAUSD staff discussed what resources and services the students needed to succeed in school. It was determined that students needed access to a quiet place to study, a collection of materials they could use to complete their school assignments, access to computers and a wide variety of electronic resources, and tutoring for students who were having difficulty with their assignments. The faculty and the students wanted the library to be open after school and on the weekend.

During June 2002, community residents who use the existing Harbor Gateway – Harbor City Branch Library were surveyed. The majority of respondents indicated that they came to the library to find books, videos and magazines. When asked what they wanted to see in the new library, their highest priority was for more books and the second priority was for more videos, CDs and audio tapes.

During June 2002, students at the Narbonne High School, selected by random sample, participated in a survey that posed questions concerning their use of the school library and the public library as well as the library services which were most important to them. Eighty four percent (84%) of the students indicated they use the public library. The number one reason the students cited for using the public library was to get information for homework or other study – seventy five percent (75%) of the students indicated they used the public library for this purpose. The second most popular reason, mentioned by seventy one percent (71%), was to find books, videos, magazines or CDs to check out. When asked to rank what they would like to see in the new branch, the highest priority was more books, and the second highest priority was more videos, CDs and audio tapes.

The students also indicated they wanted the branch to have comfortable seats, a large study room and be a place where teens will want to hang out. They also wanted to see more books, more copies per book, tutors to help students who needed assistance, and more computers.

In May 2002, a random sample of faculty members at the Narbonne High School were asked what public library services were most needed by their students and also asked to identify the joint venture opportunities would most benefit their students. Teachers indicated “Homework Resources” as the highest priority and a “Place for Tutoring” as the second highest priority. When asked to rank the types of joint use projects that could be offered, the teachers selected “Homework Center” as the project that would meet the greatest need and be of greatest benefit to their students. The teachers indicated that there was a need for a larger library near the high school. They also indicated a need for more copies of books that are required reading and more computers for use by students who do not have them at home.

Staff of the Los Angeles Public Library also held numerous meetings to discuss community needs and how the library could meet those needs. The staff indicated that the community needed a permanent branch library, a parking lot with enough parking, a large collection of books and audio-visual materials, access to computers and assistance with using them, and programs on a wide variety of topics for children, teens and adults.

## **B. Community Involvement and Methods Used**

In 1988, the Board of Library Commissioners adopted a Los Angeles Public Library Branch Facilities Plan. The plan established standard criteria for all new branches. The facilities plan was based on a needs assessment conducted by the library from 1982 – 1988 including forums and community meetings held throughout the city. The plan made facility recommendations for the existing 62 branches, 54 of which were inadequate for their service populations, and proposed 10 new branches in communities that did not have existing branches. Harbor Gateway – Harbor City was identified as a community that needed a branch library.

In 1997, the Harbor Gateway – Harbor City Branch Library was established in a 4,500 square foot suite leased in a mini-mall in Harbor Gateway. In 2001, the branch was expanded by an additional 1,800 square feet. Library usage continues to increase annually. It is the only branch library of the current 67 branches without a permanent building.

When Proposition 14 passed in 2000, the Los Angeles Public Library, considered Harbor Gateway – Harbor City Branch to be a good candidate, and began work to obtain the matching funds required by Proposition 14. The Library applied for HCDBG funds in September 2001, but did not get them. In March 2002, the Board of Library Commissioners and the 1998 Library Bond Oversight Committee approved \$3,300,000 in 1998 bond funds for property acquisition and design for a Harbor Gateway – Harbor City Branch.

The staff of the Los Angeles Public Library have been working with the local library staff, the Harbor Gateway – Harbor City community, the Harbor City Neighborhood Council, the 15th District City Council Office, the Los Angeles Unified School District (LAUSD) and the Narbonne High School to begin the needs assessment and program planning for the new branch library.

### **1. Meetings with Community Residents and Stakeholders**

The Los Angeles Public Library staff have actively engaged community residents and stakeholders in all aspects of the planning for the new Harbor Gateway – Harbor City Branch Library. The following is a list of the meetings, interviews and focus groups that have been conducted with community residents and community stakeholders to elicit their opinions on desired library services and their vision for a new branch library in the Harbor Gateway community. Some of the flyers and handouts for community wide meetings are included in Attachment 5.

2001

August 7

LAPL Administrative Staff meeting



September 9	Board of Library Commissioners Meeting
October 5	Meeting with Councilmember Janice Hahn, 15th Council District
November 16	Meeting with Mike Lansing, LAUSD Board Member
December 4	Meeting with Pat Donahoe, Principal, Narbonne High School
2002	
January 28	Meeting with Project Management Group, 1998 Bond Program
February 20	Meeting with Branch Library Services
March 12	Library Bond Oversight Committee Meeting
March 21	Board of Library Commissioners Meeting
April 4	Board of Library Commissioners Meeting
April 16	Branch Library Staff Meeting
April 25	Interview with Pat Donahoe, Principal, Narbonne High School
May 1	Branch Library Staff Focus Group
May 9	Board of Library Commissioners Meeting
May 14	Narbonne High School Administrative Leadership Council Focus Group
May 15	Harbor Gateway Neighborhood Council Meeting
May 28	Interview with Evelyn Bostwick and Debra Allen, Principal and Assistant Principal, President Avenue Elementary School
May 30	Harbor Gateway – Harbor City Community Meeting
June 1 – 20	Narbonne High School Student Surveys
June 1 – 30	Library User Surveys
June 4	Narbonne High School Student classroom meetings
June 20	Board of Library Commissioners meeting (with Community Testimonies)
June 21	Narbonne High School Administrative Leadership Council Focus Group Meeting
July 2	Meeting with Architects and Bond Program Management Group
August 1	Harbor Gateway – Harbor City Community Meeting Library Administrative Staff Focus Group Meeting
August 5	Harbor City Neighborhood Council Executive Board Focus Group Meeting
August 8	Board of Library Commissioners Meeting (Community Testimony)
August 12	Interview with JoAnne Valle, President, Harbor Gateway – Harbor City Chamber of Commerce
August 14	Meeting with Architects

August 20	Meeting with Architects,Bond Program Management Group, and Consultants
August 21	Los Angeles City Council Meeting
September 2	Harbor Gateway Neighborhood Council Executive Board Meeting Focus Group Meeting
September 10	Library Administrative Staff Focus Group Meeting
September 11	Branch Library Staff Focus Group
September 17	Harbor Gateway – Harbor City Community Meeting
September 18	Library Administrative Staff Focus Group Meeting
September 19	Board of Library Commissioners Meeting (Community Testimony)
September 26	Meeting with Architects
September 27	Cultural Affairs Commission Meeting
October 10	Narbonne High School Administrative Staff Focus Group Meeting
October 23	Branch Library Staff Focus Group Meeting
October 25	Meeting with Architects
October 30	Narbonne High School Administrative Staff Focus Group Meeting
November 13	Narbonne Community Resources Council Meeting
November 25	Meeting with Architects and Bond Program Management Group
<b>2003</b>	
January 3	Narbonne High School meeting with Principal, Assistant Principal and School Librarian
February 5	Meeting with Architects, Consultants, and Bond Program Management Staff
March 18	Los Angeles City Council Meeting
March 19	Harbor City Neighborhood Council

## **2. Library Survey**

During June 2002, community residents who use the existing Harbor Gateway – Harbor City Branch Library were surveyed. They were asked questions related to their frequency of use of the branch, why they use or do not use the branch, what improvements they would like to see in a new library, and the languages other than English they read. Demographic information was also requested. One hundred and twenty one (121) completed surveys were received and tabulated. A copy of the questionnaire is included as Attachment 1.

## **3. Student Survey**

During June 2002, students at Narbonne High School, selected by random sample, were surveyed. They were asked questions related to their use of the school library and the public library. Survey questions addressed the why they used or did not use the school or public library and what they considered to be the most important library services.

Two hundred forty three (243) completed surveys were received and tabulated. A copy of the questionnaire is included as Attachment 2

#### **4. Faculty Survey**

During May 2002, a random sample of faculty members at Narbonne High School were surveyed. They were asked to rank the public library services most needed by their students and they were to identify which joint venture opportunity would fill the greatest need and be of most benefit to their students. Twenty six surveys were received and tabulated. A copy of the questionnaire is included as Attachment 3.

### **C Findings**

#### **1. Community Meetings**

At the various public meetings listed above, community residents expressed their excitement about the possibility of finally getting a permanent state of the art branch for the community. They spoke eloquently about their needs.

Community people gave input on seven potential sites for the new library, and recommended an eighth potential site. The majority favored the site closest to the Narbonne High School because of its convenience, visibility, and because it wouldn't dislocate residents of local retail businesses.

They indicated their children needed a place to study and books to help them complete their home work assignments. Many people indicated that they wanted the Children's' area to be a distinct area, as far away from the entrance to the library as possible for safety reasons. They also said their children needed access to computers.

Participants in the Community meeting responded to five different possible orientations of the library facility on the selected site and strongly favored the orientation with the building in an L shape on 240<sup>th</sup> and Western. They wanted parking in front for safety and ease of access. They wanted two entrances to the library, one on Western for pedestrians and one on 240<sup>th</sup> for people arriving by automobile.

The Friends of the Library asked for a storage room next to the community meeting room so they could hold their book sales in the meeting room. The Friends work in

the library before it opens so that a storage room associated with the meeting room when the room is in use is not a problem. Attendees also expressed their interest for books and other current materials for their personal use.

## 2. Library Survey

One hundred and twenty one (121) users of the Harbor Gateway – Harbor City Branch Library participated in the in-library survey which was conducted in June 2002. The survey questions and their responses were as follows:

### A. Survey Questions

#### 1. Do you have a Los Angeles Public Library card?

Yes 113

No 8

#### 2. How often do you visit the Harbor Gateway – Harbor City Branch Library?

a. Never 13

b. One – two times a year 11

c. Several times a year 43

d. Every month 84

#### 3. Why do you visit the library? Please check all the reasons you come to the library.

a. To find books, videos, magazines, or CDs to check out 108

b. To get information for homework or other study 43

c. To find an answer to my question for my work or personal use 46

d. To read or study 47

e. To use a computer 49

f. To attend a program or meeting 29

g. To meet friends 12

h. Other (please describe) 14

- Help son do homework
- My 3 ½ year old loves coming here, choosing books, books on tape, sitting on the alphabet/number carpet, stuffed animals
- It's a nice place to come
- To volunteer
- I come because is quiet, and could read peacefully w/out noise
- Buy books from "Friends"
- Take grandchildren
- Periodicals, newspapers
- To hang around, discover new, different things to do

- To get a lot of information
- To check out books I've reserved online

4. If you do not come to the library, why don't you come? Please check all the reasons.

- |   |    |
|---|----|
| a. Don't know where it is                   | 6  |
| b. Library doesn't have the books I want    | 6  |
| c. Library is closed when I need to use it  | 12 |
| d. There are not enough computers available | 5  |
| e. Other (please describe)                  | 9  |
- Not enough parking
  - No reading room
  - Kids are noisy

5. What do you want to see in the new library? Please put 1 for your first choice, 2 for second choice, 3 for your third choice, etc. Ranked 1 - 8

- |  |   |
|--|---|
| a. Large meeting room  | 7 |
| b. Small, quiet study room for private<br>or group study                         | 6 |
| c. Computer training room – computer<br>training classes, literacy, ESL software | 5 |
| d. More computers  | 4 |
| e. More books  | 1 |
| f. More videos, CDs, and audio tapes   | 2 |
| g. More parking  | 3 |
| h. Other (please list)   | 8 |
- More of everything
  - Free standing library with its own parking lot and typical library amenities – meeting rooms, study cubbies, separate room for children, video etc. I'd also prefer one closer to Redondo Beach
  - Bike parking outside
  - Couches and comfortable chairs for reading together
  - Place to read out loud where you wouldn't bother other kids studying etc.
  - More parking
  - Closer parking, longer min.
  - Peaceful rooms, no noise!
  - Children's area far from the adult area
  - More magazines for women, runners
  - Books on tape to use while commuting
  - Larger information staff specialized in Internet searching
  - Recent movie releases

- Kids evening/weekend story time
- Listen storytelling
- Programs for elderly perhaps?
- I don't like porn right out in the open where children can see this garbage
- Drinking fountain
- Public phone
- Security officer
- Book sales

6. Do you read books in languages other than English?

Yes	43
No	76
Spanish	23
Chinese	3
Other (please list)	17

Comments:

- I love the LAPL systems.
- Being able to access the entire book system thru the internet, reserve/hold system is wonderful.
- Bravo to the staff @ Harbor Gateway
- I know the library is not a babysitting / childcare facility but on a number of occasions I have observed very loud and disruptive behavior by children / young adults. One day two children were riding their bikes in and out of the door. Granted this was in the past but the unfortunately the negative experience stays in my mind. Your staff is always friendly and helpful. They are a pleasure to deal with.

B. Background Information

1. What is your age group?

Under 18	39
19 – 35	36
36 – 60	50
Over 60	16

2. Are you:

Male?	56
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Female?	61
3. What was the last school grade you completed?	
High School	56
Some college	15
2 Year College Graduate	5
4 year College Graduate	17
Advanced degree	15
4. Do you have children under 18 living at home?	
Yes	49
No	66
5. Where do you live? Community name_____ Zip code	
Largest community served: Torrance	
Zip code: 90501	
6. What ethnic group describes you?	
African American	11
Latino/Mexican/Hispanic American	35
Native American	0
White / Caucasian American	37
Asian American	28
Other	7
7. What language do you speak at home?	
English	102
Chinese	5
Spanish	24
Other (please list)	19
8. Do you have a computer to use at home?	
Yes	82
No	35
Do you have access to the Internet at home?	
Yes	69
No	48

## 2. Student Survey

During June 2002, a random sample of students at Narbonne High School were surveyed. Two hundred forty three (243) students completed the survey. The survey questions and their responses were as follows:

## A. Survey Questions

1. What school do you attend? Narbonne High School

2. What grade are you in?

9th grade	2
10th grade	139
11th grade	70
12th grade	32
Total	243

3. Do you use your school library?

Yes

9th grade	2
10th grade	121
11th grade	60
12th grade	21
Total	204

Eighty four percent (84%) of the respondents use their school library.

No

9th grade	0
10th grade	18
11th grade	10
12th grade	11
Total	39

Sixteen percent (16%) of the respondents do not use their school library.

If Yes, please check all the reasons why you use it.

a. To find books, videos, magazines, or CDs to check out:

9th grade	2
10th grade	75
11th grade	36
12th grade	18
Total	131

Fifty four percent (54%) of the respondents use their school library to find books, videos, magazines or CDs to check out.



b. To get information for homework or other study

9th grade	1
10th grade	96
11th grade	57
12th grade	20
Total	174

Seventy two percent (72%) of the respondents use their school library to get information for homework or other study.

c. To find an answer to questions for my work or personal use

9th grade	1
10th grade	32
11th grade	19
12th grade	19
Total	71

Twenty nine percent (29%) of the respondents use their school library to find an answer to questions for work or personal use.

d. To read or study

9th grade	0
10th grade	65
11th grade	34
12th grade	12
Total	111

Forty six percent (46%) of the respondents use their school library to read or study.

e. To use a computer

9th grade	1
10th grade	47
11th grade	17
12th grade	13
Total	78

Thirty two percent (32%) of the respondents go to their school library to use a computer.

f. To attend a program or meeting

9th grade	0
10th grade	13

11th grade	9
12th grade	3
Total	25

Ten percent (10%) of the respondents go to their school library to attend a program or a meeting.

g. To meet friends

9th grade	0
10th grade	26
11th grade	6
12th grade	7
Total	39

Sixteen percent (16%) of the respondents go to their school library to meet friends.

h. To be with my class because they are visiting the library

9th grade	0
10th grade	89
11th grade	43
12th grade	12
Total	144

Fifty nine percent (59%) of the respondents go to their school library because their class is visiting the library.

Other (please describe)

9th grade	1
10th grade	10
11th grade	2
12th grade	1
Total	14

If you answered No, why don't you use it? Please check all the reasons.

a. Don't know where it is

9th grade	0
10th grade	0
11th grade	1
12th grade	0
Total	1

Only one student did not know the location of the school library.

b. Library doesn't have the books I need

9th grade	0
10th grade	6
11th grade	5
12th grade	7
Total	18

Seven percent (7%) of the respondents indicated they did not use the school library because it didn't have the books they needed.

c. Library is closed when I need to use it

9th grade	0
10th grade	6
11th grade	3
12th grade	2
Total	11

Five percent (5%) of the respondents indicated they did not use the school library because it is closed when they need to use it.

d. There are not enough computers available

9th grade	0
10th grade	4
11th grade	3
12th grade	3
Total	10

Four percent (4%) of the respondents said they did not use the school library because there are enough computers available.

e. Other (please describe)

9th grade	0
10th grade	9
11th grade	4
12th grade	5
Total	18

4. Do you use the public library?

Yes

9th grade	2
10th grade	119

11th grade	61
12th grade	23
Total	205

Eighty four (84%) of the respondents indicated that they use the public library.

No

9th grade	0
10th grade	20
11th grade	9
12th grade	9
Total	38

Sixteen percent (16%) of the respondents indicated that they do not use the public library.

If Yes, please check all the reasons why you use it.

a. To find books, videos, magazines, or CDs to check out:

9th grade	2
10th grade	105
11th grade	45
12th grade	20
Total	172

Seventy one percent (71%) of the respondents indicated that they go to the public library to find books, videos, magazines, or CDs to check out.

b. To get information for homework or other study

9th grade	1
10th grade	108
11th grade	52
12th grade	21
Total	182

Seventy five percent (75%) of the respondents indicated they use the public library to get information for homework or other study.

c. To find an answer to questions for my work or personal use

9th grade	1
10th grade	56
11th grade	25
12th grade	14

Total	96
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Forty percent (40%) of the respondents indicated they use the public library to find an answer to questions for work or personal use.

d. To read or study	
9th grade	1
10th grade	59
11th grade	32
12th grade	10
Total	103

Forty two percent (42%) of the respondents indicated they use the public library to read or study.

e. To use a computer	
9th grade	2
10th grade	30
11th grade	17
12th grade	12
Total	61

Twenty five (25%) of the respondents indicated they go to the public library to use a computer.

f. To attend a program or meeting	
9th grade	0
10th grade	8
11th grade	3
12th grade	2
Total	13

Five percent (5%) of the respondents go to the public library to attend a program or a meeting.

g. To meet friends	
9th grade	0
10th grade	27
11th grade	5
12th grade	6
Total	38

Sixteen percent (16%) of the respondents go to the public library to meet friends.

Other (please describe)	
9th grade	0
10th grade	9
11th grade	5
12th grade	0
Total	14

If you answered No, why don't you use it? Please check all the reasons.

a. Don't know where it is	
9th grade	0
10th grade	0
11th grade	3
12th grade	1
Total	4

Two percent (2%) of the respondents do not know where the public library is located.

b. Library doesn't have the books I need	
9th grade	0
10th grade	1
11th grade	2
12th grade	1
Total	4

Two percent (2%) of the respondents said the public library does not have the books they need.

c. Library is closed when I need to use it	
9th grade	0
10th grade	3
11th grade	1
12th grade	1
Total	5

Two percent (2%) of the respondents said they do not use the public library because it is closed when they need to use it.

d. There are not enough computers available	
9th grade	0
10th grade	1

11th grade	3
12th grade	1
Total	5

Two percent (2%) of the respondents said they do not use the public library because there are not enough computers available.

e. Other (please describe)

9th grade	0
10th grade	18
11th grade	7
12th grade	6
Total	31

5. What would you like to see in the new Harbor Gateway – Harbor City Branch Library? Please rank them 1 to 8; put 1 for your first choice, 2 for your second choice, 3 for your third choice, etc.

a. Large Meeting room

9th grade	3
10th grade	6
11th grade	6
12th grade	6

b. Small, quiet study room for private or group study

9th grade	4
10th grade	5
11th grade	3
12th grade	4

c. Computer training room – computer training classes, literacy, ESL software

9th grade	5
10th grade	4
11th grade	5
12th grade	5

d. More computers

9th grade	1
10th grade	2
11th grade	2
12th grade	3

e. More books

9th grade	6
-----------	---

10th grade	1
11th grade	1
12th grade	1

f. More videos, CDs and audio tapes

9th grade	2
10th grade	3
11th grade	4
12th grade	2

g. More parking

9th grade	7
10th grade	7
11th grade	7
12th grade	7

h. Other (please list)

9th grade	8
10th grade	8
11th grade	8
12th grade	8

6. Do you have other comments, recommendations, questions about the new library?

Location

- What's the location?
- You should make a library by our school. Not by the border of Harbor City and Lomita because it's going to be too far.

Accessibility

- When do you think this library opens?
- Longer house would be helpful
- Please be open on Saturdays and have more programs for kids
- I always go to Harbor Gateway Library and there's never any parking.
- Arrange books for easy finding

Architectural Features and Spaces

- Is it big or small?



- You could have another study center where teens can do homework, with books that may help with our homework
- Large study room
- If a large meeting room was made in the new library it would be beneficial and appeal to many people if it was also used to watch movies, maybe once a week.
- Separate rooms: 1 for computer games and 1 for study and 1 for important computer room
- A mini-theater to act out plays, study for plays
- Are you going to have a coffee place like Starbucks?
- A cyber café would be good
- Could there be a vending machine and a small place to eat food because some times we have a lot of homework to do after school and have an empty stomach
- Snack bar, coffee bar, sandwich place
- I want to see the new library become a place where teens will want to hang out at, instead of being in the streets with danger
- Have more cool couches, chairs and books
- Could the seats be a little more comfortable, because when you're looking up a certain project it some times takes time and then you stand up and feel sore.
- Couches and chairs with will make a friendly environment and would make people want to stay longer
- This library should appeal to all ages yet look sophisticated
- Automatic bathrooms
- Make it fun
- Quiet place to read
- To get peace and quiet
- Bright color paint to attract more people
- Make it like Borders

#### Collections and Services

- Buy books
- More complete sets of books (i.e. chronicles, sequels, etc.) – things we discuss at school
- The Harbor Gateway library should have up to date books on every topic.
- It will be helpful if the library has at least 2 – 3 copies of the same book
- Include more copies per book

- More interesting books
- Make the books required by school more available, so there should be no shortage issues
- Movies based on books
- Include hard to obtain books
- I think you should copy the books to CDs or floppy disks
- Library should have a huge reference section
- Anime or Japanese animation
- Adult fiction books, science
- Art books from minorities too, not only Michelangelo and Van Gogh
- Greater variation in language in both movies and books
- You should definitely have the Internet, plus the programs like Microsoft Works, PowerPoint, Excel
- LAN network for games
- Advanced equipment for computers – scanners, digital cams
- It would be nice if there were more computers, because many times when I go and want to use one to research the web, there's a waiting list because they're all taken by kids who are just playing games
- New Technological advancements
- Would like to see 64 iMACs in use
- More assistance @ the library
- Tutors to help students when needed
- You should offer reading classes to children and adults, and offer tutoring
- Make all programs available to students who don't have time right after school
- More programs pertaining to school courses (A.P. classes, honors, art meetings for special interest)
- You should also have several reading programs for children, with volunteers from nearby schools. Narbonne High's Kiwin's club would be interesting in helping with that.
- Copy machines available
- To buy used books and find out about local events
- More book sales

#### Other

- Can teens work there if they need jobs?

- This proposal is concerning library cards; there shouldn't be any. Just a computer program with everyone's information for fast convenience.
- Friendlier people

### 3. Faculty Survey

Twenty six (26) faculty members of the Narbonne High School participated in a survey which was conducted in May 2002. The survey questions and their responses were as follows:

1. What public library services are most needed by your students? Please rank them 1 to 9 with 1 being the greatest need and 9 the lowest.
 

a. A quiet place to study during school hours	8
b. A quiet place to study after school hours	4
c. Homework resources	1
d. Computer access to electronic resources and the Internet	3
e. Computer software applications (word processing etc.)	5
f. Instruction on using library resources	6
g. A place for tutoring	2
h. A place for community volunteer service / job training	7
i. Other (please list and rank)	9
2. The California Library Bond Act Regulations identifies the following services for a joint venture project. They are described on the attached sheet. Please rank them in terms of greatest need and benefit to your students, with 1 being the highest priority and 7 being the lowest priority:
 

a. Computer Center	2
b. Family Literacy Center	3
c. Homework Center	1
d. Career Center	4
e. Subject Specialty; Video/Filming Learning Lab	5
f. Other (please list and rank)	6
3. What recommendations do you have for cooperation between LAUSD and the Los Angeles Public Library in planning for a new Harbor Gateway – Harbor City Branch Library?
  - Need a larger branch close to the Narbonne
  - Provide tutors to help students after schools
  - Computers for students who don't have them at home

More copies of books that are required reading  
Good luck working with LAUSD bureaucracy

### **III. COMMUNITY ANALYSIS**

#### **A. Executive Summary**

The Harbor Gateway-Harbor City community is located in the southern part of Los Angeles. It covers an area of 6.5 miles. The service area is unique. It is formed by two neighborhoods, Harbor Gateway and Harbor City in a nine mile by 2/3 mile strip of land that connects the major part of the City of Los Angeles with the Los Angeles Port in San Pedro. Communities adjacent to the service area are in the cities of Torrance, Palos Verdes and Carson, and in unincorporated areas of Los Angeles County.

Harbor Gateway-Harbor City is an urban area with a population of 67,342 residents as of the 2000 U.S. Census, an increase of 60% since the 1980 U.S. Census. The closest libraries are several miles from the proposed Harbor Gateway-Harbor City Branch Library site. They are the Los Angeles Public Library, Wilmington Branch 3.5 miles, the Los Angeles Public Library, San Pedro Branch, 6 miles, the Los Angeles Public Library Mark Twain Branch 9 miles, Torrance Public Library 4.5 miles, and the County of Los Angeles, Carson Regional Branch Library, 3.5 miles.

Community residents are younger than the California and U.S. averages with residents under 21 years of age accounting for 36.2% of the service area population, compared to 31.7% for California and 30.0% for the U.S. Children under 5 years of age account for 9.4% of the service area population, compared to 7.3% in California and 6.8% in the U.S. Children between the ages of 5 – 14 account for 18.1% of the service area population, compared to an average of 15.6% within this age group in California and 14.6% in the U.S.

The Harbor Gateway – Harbor City service area is more racially diverse than the California or U.S. averages. There are higher percentage of African Americans, Asians, and Hispanics living in the community than the California or U.S average; there is also a lower percentage of white alone residents than the California or U.S. average. Hispanics or Latinos account for 51.84% of the community residents. Asians alone account for 13.51% of the community residents. Blacks or African Americans account for 6.30% of the community residents. Individuals of some other race alone account for 27.42% of the community residents.

Compared to the California average and the U.S. average, a higher percentage of Harbor Gateway – Harbor City residents are foreign born. Foreign born individuals account for 38.9% of the Harbor Gateway – Harbor City population compared with 26.2% for California and 11.1% for the U.S. Harbor Gateway – Harbor City residents

are more likely to be foreign born and to have entered the U.S. between 1990 and March 2000 than other residents of California or the U.S. Fifteen point nine percent (15.9%) of community residents are foreign born and have entered the U.S. between 1990 and March 2000; this compares with 9.7% for California and 4.7% of the U.S.

More than half (58.4%) of the residents of Harbor Gateway – Harbor City speak a language other than English. This is a higher percentage than the California percentage (39.5%) and the U.S. average of 17.9%. More than one third (35.3%) of community residents do not speak English “very well”. This is higher than the California average of 20.0% and the U.S. average of 8.1%.

Almost half (46.2%) of the Harbor Gateway – Harbor City residents are Spanish Speakers. Almost 1 of every 10 (9.7%) of community residents speak an Asian or Pacific Island language.

The average family in Harbor Gateway – Harbor City is less well off financially than an average family elsewhere in California or the United States. The median family income in 1999 for Harbor Gateway – Harbor City residents was \$39,423 which is much less than the California average of \$53,025 and the U.S. average of \$50,046. The per capita income in 1999 of Harbor Gateway – Harbor City resident was \$14,576. This is significantly lower than the California average of \$22,711 and the U.S. average of \$21,587. In 1999, almost one family in five (19.1%) of Harbor Gateway – Harbor City families had incomes below the poverty level. This is much higher than the California average of 10.6% and the U.S. average of 9.2%.

The community is served by four public elementary schools, one public middle school and one public high school which are part of the Los Angeles Unified School District. None of the public schools in the service area had a 2001 API rank of six (6) or higher. Elementary school rankings ranged from two (2) to five (5). The middle school had a 2001 API rank of three (3) and the high school had a 2001 API rank of four (4). There are no private schools in the community, but neighborhood children do attend religious schools in the nearby city of Lomita.

The Harbor Gateway – Harbor City communities are part of the City of Los Angeles and as such, the Mayor and City Council of Los Angeles are the local governing authority. Harbor City Neighborhood Council, one of the forty (40) neighborhood councils certified in the City of Los Angeles to work on community problems with the City Council representative and the Mayor's staff on local community needs and problems, has actively involved in planning for the new branch library. Various City Departments, Boards and Commissions have actively participated in the planning for the new branch library, as have staff and Board Members of the Los Angeles Unified School District. The manner in which each group has been involved is described in Sections III B, C and D of this report.

## B. Governmental agencies

A wide variety of governmental agencies for the City of Los Angeles have been involved in the Harbor Gateway – Harbor City Branch Library Project. The responsibilities and roles of those agencies are as follows:

**The Mayor and the City Council:** The Mayor and the fifteen Council members approve capital project budgets including bond issue funded projects. They allocate the budgets of the City departments including approvals for funds for staff, furniture, equipment, and library materials for new and expanded libraries. The Mayor and City Council approve grant applications. Budgets and grant applications for the Library must be approved by two Council committees, the Art, Health and Humanities Committee, and the Budget and Finance Committee before being sent to full Council for approval. The Library Department staff works individually, on a regular basis with the field staff and Council member of each district to identify potential library sites, convene community meetings, review designs, plan groundbreakings and library dedication ceremonies for all new library facilities.

The Mayor of Los Angeles and the City Council, as of February 3, 2003, are:

- Mayor James K. Hahn
- Councilmember Ed Reyes, District 1
- Councilmember Wendy Greul, District 2
- Councilmember Dennis P. Zine, District 3
- Councilmember Tom LaBonge, District 4
- Councilmember Jack Weiss, District 5
- Councilmember Ruth Galanter, District 6
- Councilmember Alex Padilla, District 7
- Vacant Office, District 8
- Councilmember Jan Perry, District 9
- Councilmember Nate Holden, District 10
- Councilmember Cindy Miscikowski, District 11
- Councilmember Hal Bernson, District 12
- Councilmember Eric Garceth, District 13
- Councilmember Nick Pacheco, District 14
- Councilmember Janice Hahn, District 15

**Board of Library Commissioners:** By City Charter, the Board is the Administrative head of the Library Department. The five commissioners are appointed by the Mayor and approved by City Council. They have the authority to purchase property, lease, and build library facilities. They adopted and revised the Los Angeles Public Library Facilities Plan for branch libraries establishing the criteria for expanding and building new libraries. The Board of Library Commissioners approves all capital projects budgets and the operating budget of the Library. The Board approves each

library location, the purchase of property, the design of the new library at Schematic and at Design Development phases, and the public art work for each library project.

The members of the Library Commission, as of February 3, 2003 are:

Lucy McCoy - President -Term ends June 30, 2004  
Dr. Cynthia A. Telles - Vice President - Term ends June 30, 2006  
Robert Chick - Commissioner - Term ends June 30, 2005  
E. Allison Thomas - Commissioner - Term ends June 30, 2003  
Rita Walters - Commissioner - Term ends June 30, 2007

**Library Bond Oversight Committee:** The Oversight Committee, composed of the City Librarian (chair), the City Engineer, a Deputy Mayor, the City Administrative Officer, and the Chief Legislative Analyst, was created by the Mayor and City Council to oversee and expedite the 1998 Library Bond Program. They approve budget, schedule and scope changes for each library project, resolve issues and take action to expedite projects that are experiencing problems.

The members of the Library Bond Oversight Committee, as of February 3, 2003, are:

Susan Kent, City Librarian  
Vitaly B. Troyan, P.E., City Engineer  
Barbara Sandoval, Deputy Mayor  
Johanne Gaudioso, CLA's Office  
Jody A. Yoxsimer, CAO

**Cultural Affairs Commission:** The seven commissioners are appointed by the Mayor and approved by City Council to approve all art works and architecture on City of Los Angeles property. They approve the design of each library project at two phases, Schematic and Design Development. The Cultural Affairs Department administers the public art program in the City of Los Angeles including the Library program. The Commission approves all public art projects.

The members of the Cultural Affairs Commission, as of February 3, 2003, are:

Charles M. Stern, President  
Dennis R. Martinez, Vice President  
Anthony De Los Reyes  
Alfred C. Fount  
Kim. L. Hunter  
Lee Ramer  
Gayle Garner Roski

**Board of Public Works:** The Board of Public Works is composed of five commissioners who are appointed by the Mayor and approved by City Council. The Board is the administrative head of the Department of Public Works. The Board



issues RFQs for architects and for construction management consulting firms for City projects including the library projects.

The Board issues the Bids for public works projects and awards the construction contracts to the lowest responsive bidder for each project. Public Works includes several key agencies in the development and building of library facilities including:

**Bureau of Engineering**

**Library Facilities Group:** Provides project management for all library projects from land acquisition to design through construction. Program Manager manages budget. Approves change orders.

**Architectural Division:** Library contracts with the division for architects for selected projects.

**Survey Division:** Staff or contract consultants do the surveys for libraries.

**Environmental Group:** Staff or contract consultants do environmental assessments including Phase I and Phase II site investigation, and they complete CEQA requirements for every library project.

**Geotechnical Engineering Group:** Staff or consultants perform soils testing before purchasing property, and before and during construction.

**Bureau of Contract Administration**

**Construction Division:** Provide full time city inspector at each construction site to insure facilities are built per specifications.

**Office of Contract Compliance:** Review bid documents for MBE/WBE and Affirmative Action compliance for every contractor.

**Los Angeles Department of Building and Safety:** Reviews construction documents for compliance with California and City of Los Angeles building code regulations including grading plan check, structural engineering plan check, electrical engineering plan check, mechanical engineering plan check and disabled access plan check. The department issues building permits. Staff inspects construction sites for compliance. Staff gives final Certificate of Occupancy based on final inspections by the Department of Building and Safety, the Fire Department, and the Department of Water and Power.

**City Planning Department:** Approves plans in accordance with zoning ordinances and Specific Plan requirements for specific planning districts throughout the city. Conducts public hearings. Issues Conditional Use Permits.

**Department of General Services: Asset Management Division** provides staff or contracts out for Appraisals of real property and provides Real Estate specialists for purchasing property from negotiation through Escrow including relocation of tenants.

**Testing and Standards Division** tests materials during construction for conformance to specification and code standards.

**Building Maintenance Division** provides specifications for hardware including keying for new buildings and reviews construction documents for future maintenance of HVAC systems and other building materials and systems.

**Department of Transportation:** Provides traffic count and other data for site selection and environmental review. Reviews library plans for parking lots and automobile access to driveways.

**Department of Water and Power:** Determines locations for the transformer and water meters. Plan checks for utilities, and provides final inspection and meter connections.

**Los Angeles Fire Department:** Reviews plans and inspects building at end of construction for occupancy and fire and life safety exits.

**Los Angeles Police Department:** The LAPD reviews plans for security concerns. They have effected the orientation of buildings and parking lots for safe surveillance.

**Department of Recreation and Parks:** Reviews irrigation plans and landscape plans for taking over maintenance of the site.

**Information Technology Agency:** They coordinate phone and data connections for the new libraries with the telephone companies.

**City Attorney's Office:** Review all legal agreements including Escrow documents.

In addition to the involvement of the governmental agencies listed above, staff of the Los Angeles Public Library have held meetings, focus groups and interviews as well as conducting surveys to gather community input on the design of the branch library and the services the community wish to have provided. Many of these meetings were with representatives of community organizations of the Los Angeles Unified School District. Those meetings were:

**2001**

September 9 Board of Library Commissioners Meeting  
October 5 Meeting with Councilmember Janice Hahn, 15th Council District

**2002**

January 28 Meeting with Project Management Group, 1998 Bond Program  
March 12 Library Bond Oversight Committee Meeting  
March 21 Board of Library Commissioners Meeting  
April 4 Board of Library Commissioners Meeting  
May 9 Board of Library Commissioners Meeting  
May 15 Harbor Gateway Neighborhood Council Meeting  
May 30 Harbor Gateway – Harbor City Community Meeting  
June 20 Board of Library Commissioners meeting (with Community Testimonies)  
July 2 Meeting with Architects and Bond Program Management Group  
August 1 Harbor Gateway – Harbor City Community Meeting  
Library Administrative Staff Focus Group Meeting  
August 5 Harbor City Neighborhood Council Executive Board Focus Group Meeting  
August 8 Board of Library Commissioners Meeting (Community Testimony)  
August 20 Meeting with Architects and Bond Program Management Group  
August 21 Los Angeles City Council Meeting  
September 2 Harbor Gateway Neighborhood Council Executive Board Meeting Focus Group Meeting  
September 17 Harbor Gateway – Harbor City Community Meeting  
September 18 Library Administrative Staff Focus Group Meeting  
September 19 Board of Library Commissioners Meeting (Community Testimony)  
November 13 Narbonne Community Resources Council Meeting  
November 25 Meeting with Architects and Bond Program Management Group

**2003**

January 3 Narbonne High School meeting with Principal, Assistant Principal and School Librarian  
February 5 Meeting with Architects, Consultants, and Bond Program Management Staff  
March 18 Los Angeles City Council Meeting  
March 19 Harbor City Neighborhood Council

## **C. School Agencies**

The Harbor Gateway and Harbor City communities are served by four public elementary schools, one middle school and one high school. These schools are part of the Los Angeles Unified School District.

The high school and the middle school have school libraries, and each of those libraries has a librarian. Each of the elementary schools have small school library/media center, but they do not have a librarian on staff.

The public elementary schools are:

Halldale Elementary  
21514 Halldale Avenue  
Torrance, California 90501  
Principal: Judy Bogart  
Phone: 310 328 3100  
Configuration: K - 5

Harbor City Elementary  
1508 W 254th Street  
Harbor City, California 90710  
Principal: Pauline Wong  
Phone: 310 326 5075  
Configuration: K - 5

Normont Elementary  
1001 W 253rd Street  
Harbor City, California 90710  
Principal: Steven Smith  
Phone: 310 326 5261  
Configuration: K - 5

President Elementary  
1465 W 243rd Street  
Harbor City, California 90710  
Principal: Evelyn Bostwick  
Phone: 310 326 7400  
Configuration: K - 5

The public middle school is:

Alexander Fleming Middle School  
25425 Walnut Street  
Lomita, California 90717  
Principal: Janice Hackett  
Phone: 310 326 4242  
Configuration: 6 – 8

The public High School is:

Narbonne High School  
24300 S. Western Avenue  
Harbor City, California 90710  
Principal: Patrick Donahoe Jr.  
Phone: 310 326 0920  
Configuration: 9 - 12

There are no private schools in the Harbor Gateway – Harbor City community. Children who live in the area and attend a private school are apt to attend St. Margaret Mary School which is located in Lomita.

The Los Angeles Unified School District maintains a web page that has a wealth of information about each of the schools in the district. Library staff are aware of this valuable resource and use the information it provides as a resource when they are building collections and planning services.

The following pages provide information about the demographics of each of the public schools in the Harbor Gateway – Harbor City Branch Library Service area. Information is also provided on the number of students who participating in the Current English Learner programs and the native language of each of the children.

## Halldale Elementary School

21514 Halldale Ave., Torrance, CA 90501

### Racial Ethnic History

Halldale's student population is predominantly Hispanic, with 71.9% of students being Hispanic. This percentage is up from 63.8% five years ago, along with an increase in the Filipino population from 5.2% five years ago, to 6.8% this year. Decreases over the past five years occurred in both the White population, from 13.2% to 9.4%, and in the Black population, from 8.0% to 4.5%.

Student Racial and Ethnic History															
	AI/ Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2002-03	3	0.4	39	5.6	47	6.8	10	1.4	31	4.5	500	71.9	65	9.4	695
2001-02	3	0.5	36	5.4	44	6.6	15	2.3	31	4.7	479	71.9	58	8.7	666
2000-01	2	0.3	42	6.3	42	6.3	11	1.6	31	4.6	470	70.3	71	10.6	669
1999-00	4	0.6	41	6.1	38	5.7	14	2.1	43	6.4	439	65.8	88	13.2	667
1998-99	6	1.0	40	6.5	32	5.2	14	2.3	49	8.0	391	63.8	81	13.2	613

### English Learners

A majority of Halldale's English Learners have Spanish as their first language. Korean, Farsi, Pilipino, Vietnamese, and Other are also represented.

Current English Learner Data: 2001 - 02										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
K	0	0	0	0	1	0	43	1	0	45
1	0	0	0	1	1	0	55	0	0	57
2	0	0	2	0	1	0	58	0	2	63
3	0	0	2	1	0	0	24	0	1	28
4	0	0	2	0	0	0	19	0	1	22
5	0	0	0	0	1	0	22	0	2	25
UG	0	0	0	0	0	0	15	0	0	15
Total:	0	0	6	2	4	0	236	1	6	255

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].

## Harbor City Elementary School

1508 W 254th St.

Harbor City, CA 90710

### Racial Ethnic History

Harbor City's student population is predominantly Hispanic, with 85.6% of students being Hispanic. This percentage is up from 81.2% five years ago. Decreases over the past five years occurred in Filipino, 1.7% to 1.0%, Pacific Islander, 1.7% to 0.6%, Black, 9.8% to 7.6%, and White, from 3.7% to 2.6%.

Student Racial and Ethnic History															
	AI/ Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2002-03	7	0.9	13	1.7	8	1.0	5	0.6	59	7.6	665	85.6	20	2.6	777
2001-02	1	0.1	16	2.0	8	1.0	7	0.9	61	7.6	680	85.2	25	3.1	798
2000-01	0	0.0	17	2.1	13	1.6	8	1.0	53	6.7	677	85.1	28	3.5	796
1999-00	0	0.0	18	2.5	9	1.2	8	1.1	54	7.4	612	84.0	28	3.8	729
1998-99	1	0.1	13	1.8	12	1.7	12	1.7	71	9.8	588	81.2	27	3.7	724

### English Learners

A majority of Harbor City's English Learners have Spanish as their first language. One student each has Cantonese, Pilipino, Vietnamese, with six listing Other.

Current English Learner Data: 2001- 02										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
K	0	0	0	0	0	0	69	0	1	70
1	0	0	0	0	0	0	77	0	1	78
2	0	0	0	0	0	0	95	1	1	97
3	0	1	0	0	1	0	69	0	2	73
4	0	0	0	0	0	0	42	0	1	43
5	0	0	0	0	0	0	15	0	0	15
UG	0	0	0	0	0	0	8	0	0	8
Total	0	1	0	0	1	0	375	1	6	384

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].

**Normont Elementary School**  
 1001 W 253rd St.  
 Harbor City, CA 90710

## Racial Ethnic History

Normont Elementary remains predominantly Hispanic, with 81.4% of its students being Hispanic. However, this percentage has declined slightly over the past five years, from 85.1%, with slight increases in the Black population, from 11.4% to 14.3%, and the White population, from 1.5% to 2.3%.

<b>Student Racial and Ethnic History</b>																
	<b>AI/Alsk</b>		<b>Asian</b>		<b>Filipino</b>		<b>Pac Isl</b>		<b>Black</b>		<b>Hispanic</b>		<b>White</b>		<b>Total</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	
2002-03	1	0.2	4	0.7	4	0.7	3	0.5	87	14.3	496	81.4	14	2.3	609	
2001-02	0	0.0	6	1.0	5	0.9	2	0.3	86	14.7	476	81.4	10	1.7	585	
2000-01	2	0.3	1	0.2	3	0.5	4	0.7	90	14.7	508	83.1	3	0.5	611	
1999-00	0	0.0	2	0.3	1	0.2	6	1.0	70	12.2	488	85.3	5	0.9	572	
1998-99	0	0.0	0	0.0	1	0.2	10	1.9	61	11.4	456	85.1	8	1.5	536	

## English Learners

All but one of Normont's English learners has Spanish as their first language. One student has Korean.

<b>Current English Learner Data: 2001-02</b>										
<b>Grade</b>	<b>Armenian</b>	<b>Cantonese</b>	<b>Korean</b>	<b>Farsi</b>	<b>Pilipino</b>	<b>Russian</b>	<b>Spanish</b>	<b>Vietnamese</b>	<b>Other</b>	<b>Total</b>
K	0	0	0	0	0	0	49	0	0	49
1	0	0	1	0	0	0	62	0	0	63
2	0	0	0	0	0	0	67	0	0	67
3	0	0	0	0	0	0	22	0	0	22
4	0	0	0	0	0	0	5	0	0	5
5	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	6	0	0	6
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>217</b>	<b>0</b>	<b>0</b>	<b>218</b>

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].



**President Elementary School**  
1465 W 243rd St., Harbor City, CA 90710

### Racial Ethnic History

President's student population is lead by Hispanics, with 44.7% of the student population. This percentage is up from 37.3% five years ago, along with an increase in the Filipino population from 4.6% five years ago, to 5.8% this year. Decreases over the past five years occurred in both the Black population, from 24.5% to 22.7%, and in the White population, from 26.4% to 18.5%.

Student Racial and Ethnic History															
	AI/ Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2002-03	3	0.5	29	5.3	32	5.8	13	2.4	125	22.7	246	44.7	102	18.5	550
2001-02	4	0.7	29	5.0	29	5.0	12	2.1	129	22.1	246	42.1	135	23.1	584
2000-01	3	0.5	27	4.9	25	4.6	10	1.8	144	26.4	207	37.9	130	23.8	546
1999-00	3	0.5	26	4.6	23	4.1	5	0.9	146	26.0	213	37.9	146	26.0	562
1998-99	3	0.5	30	5.1	27	4.6	9	1.5	143	24.5	218	37.3	154	26.4	584

### English Learners

A majority of President's English Learners have Spanish as their first language. Korean, Pilipino, Vietnamese, and Other are also represented.

Current English Learner Data: 2001-02										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
K	0	0	0	0	0	0	14	0	0	14
1	0	0	0	0	1	0	14	1	0	16
2	0	0	1	0	0	0	14	1	0	16
3	0	0	0	0	0	0	7	0	1	8
4	0	0	0	0	0	0	2	0	1	3
5	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	8	0	0	8
Total	0	0	1	0	1	0	63	2	2	69

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].

## Fleming Middle School

25425 Walnut St., Lomita, CA 90717

### Racial Ethnic History

Fleming's student population is predominantly Hispanic, with 65.4% of the student population, up from 58.1% five years ago. Decreases over the past five years occurred in both the Black population, from 16.8% to 13.7%, and in the White population, from 16.8% to 12.9%.

Student Racial and Ethnic History															
	AI/ Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2002-03	8	0.5	59	3.4	55	3.1	18	1.0	241	13.7	1148	65.4	226	12.9	1755
2001-02	7	0.4	58	3.4	45	2.7	18	1.1	259	15.3	1108	65.3	203	12.0	1698
2000-01	11	0.7	59	3.5	56	3.4	17	1.0	255	15.3	1046	62.7	223	13.4	1667
1999-00	11	0.7	48	3.0	57	3.5	18	1.1	268	16.5	974	60.1	245	15.1	1621
1998-99	6	0.4	51	3.2	59	3.7	17	1.1	264	16.8	915	58.1	264	16.8	1576

### English Learners

A majority of Fleming's English Learners have Spanish as their first language. Korean, Pilipino, Vietnamese, and Other are also represented.

Current English Learner Data: 2001-02										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
6	0	0	2	0	3	0	86	1	3	95
7	0	0	2	0	0	0	52	2	3	59
8	0	0	2	0	1	0	67	0	3	73
UG	0	0	0	0	0	0	25	0	1	26
Total	0	0	6	0	4	0	230	3	10	253

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].

**Narbonne Senior High School**  
 24300 S Western Ave., Harbor City, CA 90710

### **Racial Ethnic History**

Narbonne's student population is predominantly Hispanic, with 58.6% of the student population, slightly up from 57.2% five years ago. The Black population increased slightly over the past five years, from 18.5% to 21.0%, and the White population decreased from 12.3% to 9.8%.

<b>Student Racial and Ethnic History</b>															
	<b>AI/ Alsk</b>		<b>Asian</b>		<b>Filipino</b>		<b>Pac Isl</b>		<b>Black</b>		<b>Hispanic</b>		<b>White</b>		<b>Total</b>
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>
2002-03	14	0.5	96	3.4	126	4.5	60	2.1	592	21.0	1652	58.6	277	9.8	2817
2001-02	21	0.8	102	3.8	131	4.9	45	1.7	546	20.5	1539	57.9	275	10.3	2659
2000-01	17	0.7	87	3.4	124	4.8	43	1.7	518	20.1	1498	58.2	286	11.1	2573
1999-00	15	0.6	102	4.0	135	5.3	44	1.7	500	19.6	1451	57.0	300	11.8	2547
1998-99	14	0.6	100	4.3	124	5.3	44	1.9	433	18.5	1342	57.2	288	12.3	2345

### **English Learners**

A majority of Narbonne's English Learners have Spanish as their first language. Korean, Pilipino, Vietnamese, and Other are also represented.

<b>Current English Learner Data: 2001-02</b>										
<b>Grade</b>	<b>Armenian</b>	<b>Cantonese</b>	<b>Korean</b>	<b>Farsi</b>	<b>Pilipino</b>	<b>Russian</b>	<b>Spanish</b>	<b>Vietnamese</b>	<b>Other</b>	<b>Total</b>
9	0	0	4	0	2	0	133	1	4	144
10	0	0	4	0	2	0	95	0	5	106
11	0	0	2	0	1	0	39	0	5	47
12	0	0	1	0	1	0	18	2	1	23
UG	0	0	2	0	0	0	41	1	1	45
<b>Total</b>	0	0	13	0	6	0	326	4	16	365

Data taken from the Los Angeles Unified School District's School Profile Web Site, [<http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe?w3exec=school0>].

Los Angeles Public Library staff conducted numerous meetings with LAUSD personnel to discuss student needs, a possible joint venture and other matters of mutual interests. The dates of those meetings and the personnel attending were:

**2001**

November 16	Meeting with Mike Lansing, LAUSD Board Member
December 4	Meeting with Pat Donahoe, Principal, Narbonne High School

**2002**

April 25	Interview with Pat Donahoe, Principal, Narbonne High School
May 14	Narbonne High School Administrative Leadership Council Focus Group
May 28	Interview with Evelyn Bostwick and Debra Allen, Principal and Assistant Principal, President Avenue Elementary School
June 1 – 20	Narbonne High School Student Surveys
June 4	Narbonne High School Student classroom meetings
June 21	Narbonne High School Administrative Leadership Council Focus Group Meeting
October 10	Narbonne High School Administrative Staff Focus Group Meeting
October 30	Narbonne High School Administrative Staff Focus Group Meeting
November 13	Narbonne Community Resources Council Meeting

**2003**

January 3	Narbonne High School Meeting with Principal, Assistant Principal and School Librarian
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## **D. Community Organizations**

Community residents are active in a number of local organizations as well as County, State and national organizations. The most active and well known local organizations are as follows.

### **Harbor City Neighborhood Council**

This is one of 40 neighborhood councils certified in the City of Los Angeles in the past year to work on community problems with the City Council representative and the Mayor's staff on local community needs and problems. The Harbor Gateway-Harbor City Branch Library project was the first community issue the Executive Board of the Neighborhood Council worked

on. They formed a focus group to give input on the library. They invited the Director of Library Facilities to do a presentation to a community wide Neighborhood Council meeting for input on the new library. The executive board attended all the community meetings conducted by the Library on the branch project. They are interested in children's programming and literacy and cultural programs at the library and plan to continue partnering with the library. They have come to Library Commission meetings and City Council meetings to testify in support of the new library.

President - Kelly Saulie

#### Friends of the Harbor Gateway-Harbor City Branch Library

The Friends support the library with book sales and volunteer work in the branch. They formed a focus group in developing the new library. They are advocates for the library budget and communicate with the politicians about the importance of library services

President – George Becker

#### Harbor City-Harbor Gateway Chamber of Commerce

The Chamber of Commerce was very effective in advocating the establishment of a branch library in a mini mall with the City Councilman. The Councilman was instrumental in getting the funding for a temporary library in leased quarters. The President of the Chamber and board members attended most of the community meetings that were held planning for the new library and have testified at Library Commission and City Council meetings..

President - JoAnn Valle

#### Narbonne High School Administrative Leadership Council

Composed of faculty, parents and students of Nathaniel Narbonne High School, the Administrative Leadership Council formed a focus group for planning the new library. They then helped to develop the concepts for the branch library as homework center and the resulting Joint Use Cooperative Agreement between the City and LAUSD. They will be continuing partners with the library.

Chairman - Principal Patrick Donahoe

#### Boys Club,

The Boys Club is an important center of after school and weekend activities for young people in the community. Hector Cepeda was active in the establishment of the temporary library in the mini mall. The Boys Club supports the new library and expects to be able to develop programs that can use the library and the library meeting room.

Director - Hector Cepeda

St. Margaret Mary Catholic Church

Located in Lomita, an adjacent city, the church serves a large Hispanic group in the Lomita and Harbor City communities. They have been very supportive of the library's establishment

## **E. Demography**

The following section provides a statistical and narrative snap shot of the Harbor Gateway – Harbor City community. This community includes census tracts 2414.00, 2911.10, 2911.20, 2911.30, 2912.10, 2912.20, 2913.00, 2920.00, 2932.01, 2932.02, 2933.01, 2933.02, 2933.04, 2933.05, 2944.10 and 2944.20 which are part of the city of Los Angeles.

The data below has been compiled from the 2000 Census. It compares the Harbor Service area, the state of California and the United States on a variety of demographic measures.

This section includes the following tables:

Table 1:	Household and Family Composition: 2000
Table 2:	Age Composition: 2000
Table 3:	Race and Ethnicity: 2000
Table 4:	Summary: Nativity and Recency of Immigration: 2000
Table 5:	Place of Birth of Foreign Population
Table 6:	Educational Attainment of Persons 25 & Older: 2000
Table 7:	Summary: Language Spoken at Home: 2000
Table 8:	Language Spoken at Home for Population 5 and Over 2000 - Details
Table 9:	Income and Poverty Indicators: 2000
Table 10:	Occupation: 2000
Table 11:	Class of Workers: 2000
Table 12:	Housing Characteristics: 2000
Table 13:	Academic Performance Measures: 2001 and 2002

## 1. Family Composition and Age Structure.

Table 1: HOUSEHOLD AND FAMILY COMPOSITION: 2000

Household or Family Type	Harbor Service Area		California	United States
	No.	%	%	%
Total households	20,481	100.0	100.0	100.0
Family households	15,437	75.4	68.9	68.1
2 or more person households; Non-family households	1,115	5.4	7.6	6.1
Family households	15,437	75.4	68.9	68.1
Family households with one or more people under 18 years	9,965	48.7	39.3	35.7
Married-couple family households	9,994	48.8	51.1	51.7
Married-couple family households with one or more people under 18 years	6,226	30.4	27.6	24.9
Family households: Female Householder, no husband present	3,849	18.8	12.6	12.2
Family households; with one or more people under 18 years; Female householder, no husband present	2,834	13.8	8.6	8.4
U.S. Census Bureau, Census 2000, Summary File 1				

The Harbor Gateway – Harbor City service area is a community in which 75.4% of the households are family households. This is higher than the California average of 68.9% family households and 68.1% in the U.S.

These family households have a higher percentage (48.7%) with one or more people under the age of 18 than the California average (39.3%) or the U.S. average (35.7%). Married couple family households also show a higher percentage (30.4%) with one or more people under 18 years than the California average of 27.6% or the U.S. average of 24.9%

The percentage of family households with a female householder and no husband present is 18.8% in the branch service area. This is much higher than the California average of 12.6% and the U.S. average of 12.2%.

The percentage of family households with one or more people under the age of 18 with a female householder and no husband present is 13.8%. This is much higher than the California average of 8.6% and the U.S. average of 8.4%,

Compared to other locations in California, the branch service area contains more households with children and a higher percentage of those households are ones with no husband present and with children under the age of 18.

Table 2: AGE COMPOSITION: 2000

Age Group	Harbor Service Area		California	United States
	No.	%	%	%
Total population	67,342	100.0	100.0	100.0
Under 5 years	6,342	9.4	7.3	6.8
5 to 14 years	12,175	18.1	15.6	14.6
15 to 19 years	4,847	7.2	7.2	7.2
20 to 24 years	5,440	8.1	7.0	6.7
Under 21 years	24,406	36.2	31.7	30.0
60 years and over	6,856	10.2	14.0	16.3
65 years and over	4,981	7.4	10.6	12.4
75 years and over	1,980	2.9	5.0	5.9
U.S. Census Bureau, Census 2000, Summary File 1				

The residents of the Harbor Gateway – Harbor City service area are younger than the California and U.S. averages. Residents under 21 years of age account for 36.2% of the service area, compared to 31.7% for California and 30.0% for the U.S. Children under 5 years of age account for 9.4% of the service area population, compared to 7.3% in California and 6.8% in the U.S. Children between the ages of 5 – 14 account for 18.1% of the service area population, compared to an average of 15.6% within this age group in California and 14.6% in the U.S.

Compared to California and the U.S., the Harbor Gateway – Harbor City service area has few seniors. Community residents 60 years and older represent 10.2% of the service area population, while in California this age group represents 14.0% of the population and it is 16.3% in the U.S. Residents 65 years and over and residents 75 years and over are also a smaller percentage of the Harbor Gateway – Harbor City service population than the average is in California or the U.S.



## 2. Racial and Ethnic Composition

Table 3. RACE AND ETHNICITY: 2000

Race and Ethnicity	Harbor Service Area		California	United States
	No.	%	%	%
Total population	67,342	100.00	100.00	100.00
One race	63,816	94.76	95.25	97.57
White alone	24,206	35.94	59.55	75.14
Black or African American alone	10,974	16.30	6.68	12.32
American Indian and Alaska Native alone	556	0.83	0.98	0.88
Asian alone	9,099	13.51	10.92	3.64
Native Hawaiian and Other Pacific Islander alone	516	0.77	0.35	0.14
Some other race alone	18,465	27.42	16.78	5.46
Two or more races	3,526	5.24	4.75	2.43
Hispanic or Latino	34,911	51.84	32.38	12.55
U.S. Census Bureau, Census 2000, Summary File 1				

The Harbor Gateway – Harbor City service area is more racially diverse than the California or U.S. averages. There are higher percentage of African Americans, Asians, and Hispanics living in the community than the California or U.S. average; there is also a lower percentage of white alone residents than the California or U.S. average.

Blacks or African Americans account for 6.30% of the community residents; this is higher than the California average of 6.68% or the U.S. average of 12.32%. Asians alone account for 13.51% of the community residents; this is higher than the California average of 10.92% or the U.S. average of 3.64%. Hispanics or Latinos account for 51.84% of the community residents; this is higher than the California average of 32.38% or the U.S. average of 12.55%.

Individuals of some other race alone account for 27.42% of the community residents; this is higher than the California average of 16.78% and the U.S. average of 5.46%. Individuals of two or more races account for 5.24% of community residents; this is slightly higher than the California average of 4.75% and the U.S. average of 2.43%.

### 3. Nativity and Immigrant Status

Table 4: SUMMARY OF NATIVITY AND REGENCY OF  
IMMIGRATION: 2000

Measure	Harbor Service Area		California	United States
	No.	%	%	%
Total population	67,342	100.0	100.0	100.0
Foreign born	26,179	38.9	26.2	11.1
Foreign born; entered US 1990 to March 2000	10,739	15.9	9.7	4.7
Naturalized citizen	7,671	11.4	10.3	4.5
Not a citizen	18,508	27.5	15.9	6.6
U.S. Census Bureau, Census 2000, Summary File				

Compared to the California average and the U.S. average, a higher percentage of Harbor Gateway – Harbor City residents are foreign born.

Foreign born individuals account for 38.9% of the Harbor Gateway – Harbor City population compared with 26.2% for California and 11.1% for the U.S.

Harbor Gateway – Harbor City residents are more likely to be foreign born and to have entered the U.S. between 1990 and March 2000 than other residents of California or the U.S. Fifteen point nine percent (15.9%) of community residents are foreign born and have entered the U.S. between 1990 and March 2000; this compares with 9.7% for California and 4.7% of the U.S.

The service area also has a higher percentage (27.5%) of residents who are not citizens than California (15.9%) and the U.S. (6.6%).

As the detail in Table 5 shows, the majority of foreign born individuals residing in the Harbor Gateway – Harbor City communities were born in Mexico. Of the twenty six thousand one hundred and seventy nine (26,179) foreign born individuals, sixteen thousand and ninety seven (16,087) were born in Mexico; this accounts for 61.49% of the foreign born residents. The second largest group was born in the Philippines (1,976 individuals or 7.55% of the foreign born). The third largest group was born in Korea (1,154 individuals or 4.41% of the foreign born) and the fourth largest group was born in Japan (704 individuals or 2.69% of the foreign born). Other community residents were born in more than seventy (70) other countries.

Table 5: PLACE OF BIRTH OF FOREIGN BORN POPULATION

Place of birth for the foreign born population						
	Harbor Branch Service Area		California		US	
	#	%	#	%	#	%
<b>Total foreign-born population</b>	<b>26,179</b>	<b>100.00</b>	<b>8,864,255</b>	<b>100.00</b>	<b>31,107,889</b>	<b>100.00</b>
<b>Europe:</b>	<b>509</b>	<b>1.94</b>	<b>696,578</b>	<b>7.86</b>	<b>4,915,557</b>	<b>15.80</b>
<b>Northern Europe:</b>	<b>108</b>	<b>0.41</b>	<b>183,339</b>	<b>2.07</b>	<b>974,619</b>	<b>3.13</b>
United Kingdom	88	0.34	133,090	1.50	677,751	2.18
Ireland	20	0.08	20,388	0.23	156,474	0.50
Sweden	0	0.00	11,383	0.13	49,724	0.16
Other Northern Europe	0	0.00	18,478	0.21	90,670	0.29
<b>Western Europe:</b>	<b>137</b>	<b>0.52</b>	<b>179,200</b>	<b>2.02</b>	<b>1,095,847</b>	<b>3.52</b>
Austria	13	0.05	9,641	0.11	63,648	0.20
France	11	0.04	32,279	0.36	151,154	0.49
Germany	83	0.32	98,160	1.11	706,704	2.27
Netherlands	13	0.05	22,311	0.25	94,570	0.30
Other Western Europe	17	0.06	16,809	0.19	79,771	0.26
<b>Southern Europe:</b>	<b>108</b>	<b>0.41</b>	<b>100,572</b>	<b>1.13</b>	<b>934,665</b>	<b>3.00</b>
Greece	7	0.03	15,396	0.17	165,750	0.53
Italy	54	0.21	38,450	0.43	473,338	1.52
Portugal	8	0.03	32,315	0.36	203,119	0.65
Spain	39	0.15	12,476	0.14	82,858	0.27
Other Southern Europe	0	0.00	1,935	0.02	9,600	0.03
<b>Eastern Europe:</b>	<b>132</b>	<b>0.50</b>	<b>232,715</b>	<b>2.63</b>	<b>1,906,056</b>	<b>6.13</b>
Czechoslovakia (includes Czech Republic and Slovakia)	9	0.03	11,701	0.13	83,081	0.27
Hungary	17	0.06	16,885	0.19	92,017	0.30
Poland	0	0.00	24,638	0.28	466,742	1.50
Romania	7	0.03	24,350	0.27	135,966	0.44
Belarus	14	0.05	5,144	0.06	38,503	0.12
Russia	8	0.03	54,660	0.62	340,177	1.09
Ukraine	10	0.04	44,953	0.51	275,153	0.88
Bosnia and Herzegovina	7	0.03	6,239	0.07	98,766	0.32
Yugoslavia	33	0.13	12,096	0.14	113,987	0.37
Other Eastern Europe	27	0.10	32,049	0.36	261,664	0.84
Europe, n.e.c.	24	0.09	752	0.01	4,370	0.01
<b>Asia:</b>	<b>5,415</b>	<b>20.68</b>	<b>2,918,642</b>	<b>32.93</b>	<b>8,226,254</b>	<b>26.44</b>
<b>Eastern Asia:</b>	<b>2,320</b>	<b>8.86</b>	<b>955,333</b>	<b>10.78</b>	<b>2,739,510</b>	<b>8.81</b>
<b>China:</b>	<b>456</b>	<b>1.74</b>	<b>570,487</b>	<b>6.44</b>	<b>1,518,652</b>	<b>4.88</b>
China, excluding Hong Kong and Taiwan	223	0.85	327,611	3.70	988,857	3.18
Hong Kong	92	0.35	91,101	1.03	203,580	0.65
Taiwan	141	0.54	151,775	1.71	326,215	1.05
Japan	704	2.69	112,212	1.27	347,539	1.12

Korea	1,154	4.41	268,452	3.03	864,125	2.78
Other Eastern Asia	6	0.02	4,182	0.05	9,194	0.03
<b>South Central Asia:</b>	<b>470</b>	<b>1.80</b>	<b>427,211</b>	<b>4.82</b>	<b>1,745,201</b>	<b>5.61</b>
Afghanistan	4	0.02	20,530	0.23	45,195	0.15
Bangladesh	8	0.03	7,530	0.08	95,294	0.31
India	235	0.90	198,201	2.24	1,022,552	3.29
Iran	46	0.18	158,613	1.79	283,226	0.91
Pakistan	84	0.32	28,978	0.33	223,477	0.72
Other South Central Asia	93	0.36	13,359	0.15	75,457	0.24
<b>South Eastern Asia:</b>	<b>2,526</b>	<b>9.65</b>	<b>1,335,037</b>	<b>15.06</b>	<b>3,044,288</b>	<b>9.79</b>
Cambodia	24	0.09	53,544	0.60	136,978	0.44
Indonesia	73	0.28	32,148	0.36	72,552	0.23
Laos	0	0.00	68,306	0.77	204,284	0.66
Malaysia	12	0.05	11,635	0.13	49,459	0.16
Philippines	1,976	7.55	664,935	7.50	1,369,070	4.40
Thailand	82	0.31	62,114	0.70	169,801	0.55
Vietnam	319	1.22	418,249	4.72	988,174	3.18
Other South Eastern Asia	40	0.15	24,106	0.27	53,970	0.17
<b>Western Asia:</b>	<b>81</b>	<b>0.31</b>	<b>193,320</b>	<b>2.18</b>	<b>658,603</b>	<b>2.12</b>
Iraq	0	0.00	20,532	0.23	89,892	0.29
Israel	0	0.00	26,552	0.30	109,719	0.35
Jordan	11	0.04	10,718	0.12	46,794	0.15
Lebanon	37	0.14	29,654	0.33	105,910	0.34
Syria	4	0.02	17,358	0.20	54,561	0.18
Turkey	8	0.03	13,438	0.15	78,378	0.25
Armenia	11	0.04	57,482	0.65	65,280	0.21
Other Western Asia	10	0.04	17,586	0.20	108,069	0.35
Asia, n.e.c.	18	0.07	7,741	0.09	38,652	0.12
<b>Africa:</b>	<b>139</b>	<b>0.53</b>	<b>113,255</b>	<b>1.28</b>	<b>881,300</b>	<b>2.83</b>
<b>Eastern Africa:</b>	<b>11</b>	<b>0.04</b>	<b>32,522</b>	<b>0.37</b>	<b>213,299</b>	<b>0.69</b>
Ethiopia	7	0.03	11,818	0.13	69,531	0.22
Other Eastern Africa	4	0.02	20,704	0.23	143,768	0.46
Middle Africa	0	0.00	2,563	0.03	26,900	0.09
<b>Northern Africa:</b>	<b>32</b>	<b>0.12</b>	<b>36,101</b>	<b>0.41</b>	<b>190,491</b>	<b>0.61</b>
Egypt	32	0.12	25,147	0.28	113,396	0.36
Other Northern Africa	0	0.00	10,954	0.12	77,095	0.25
<b>Southern Africa:</b>	<b>0</b>	<b>0.00</b>	<b>14,556</b>	<b>0.16</b>	<b>66,496</b>	<b>0.21</b>
South Africa	0	0.00	14,359	0.16	63,558	0.20
Other Southern Africa	0	0.00	197	0.00	2,938	0.01
<b>Western Africa:</b>	<b>87</b>	<b>0.33</b>	<b>22,031</b>	<b>0.25</b>	<b>326,507</b>	<b>1.05</b>
Ghana	0	0.00	3,103	0.04	65,572	0.21
Nigeria	87	0.33	13,939	0.16	134,940	0.43
Sierra Leone	0	0.00	1,304	0.01	20,831	0.07
Other Western Africa	0	0.00	3,685	0.04	105,164	0.34
Africa, n.e.c.	9	0.03	5,482	0.06	57,607	0.19
<b>Oceania:</b>	<b>94</b>	<b>0.36</b>	<b>67,131</b>	<b>0.76</b>	<b>168,046</b>	<b>0.54</b>
<b>Australia and New Zealand Subregion:</b>	<b>16</b>	<b>0.06</b>	<b>22,108</b>	<b>0.25</b>	<b>83,837</b>	<b>0.27</b>
Australia	7	0.03	15,391	0.17	60,965	0.20
Other Australian and New Zealand Subregion	9	0.03	6,717	0.08	22,872	0.07
Melanesia	11	0.04	25,825	0.29	32,305	0.10

Micronesia	0	0.00	2,192	0.02	16,469	0.05
Polynesia	67	0.26	16,944	0.19	35,194	0.11
Oceania, n.e.c.	0	0.00	62	0.00	241	0.00
<b>Americas:</b>	<b>20,022</b>	<b>76.48</b>	<b>5,068,582</b>	<b>57.18</b>	<b>16,916,416</b>	<b>54.38</b>
<b>Latin America:</b>	<b>19,942</b>	<b>76.18</b>	<b>4,926,803</b>	<b>55.58</b>	<b>16,086,974</b>	<b>51.71</b>
<b>Caribbean:</b>	<b>411</b>	<b>1.57</b>	<b>70,135</b>	<b>0.79</b>	<b>2,953,066</b>	<b>9.49</b>
Barbados	0	0.00	908	0.01	52,172	0.17
Cuba	291	1.11	41,065	0.46	872,716	2.81
Dominican Republic	0	0.00	3,569	0.04	687,677	2.21
Haiti	23	0.09	3,006	0.03	419,317	1.35
Jamaica	90	0.34	11,669	0.13	553,827	1.78
Trinidad and Tobago	7	0.03	5,754	0.06	197,398	0.63
Other Caribbean	0	0.00	4,164	0.05	169,959	0.55
<b>Central America:</b>	<b>18,819</b>	<b>71.89</b>	<b>4,654,040</b>	<b>52.50</b>	<b>11,203,637</b>	<b>36.02</b>
Mexico	16,097	61.49	3,928,701	44.32	9,177,487	29.50
<b>Other Central America:</b>	<b>2,722</b>	<b>10.40</b>	<b>725,339</b>	<b>8.18</b>	<b>2,026,150</b>	<b>6.51</b>
Costa Rica	35	0.13	12,252	0.14	71,870	0.23
El Salvador	952	3.64	359,673	4.06	817,336	2.63
Guatemala	1,361	5.20	211,458	2.39	480,665	1.55
Honduras	163	0.62	46,744	0.53	282,852	0.91
Nicaragua	49	0.19	64,411	0.73	220,335	0.71
Panama	66	0.25	12,122	0.14	105,177	0.34
Other Central America	96	0.37	18,679	0.21	47,915	0.15
<b>South America:</b>	<b>712</b>	<b>2.72</b>	<b>202,628</b>	<b>2.29</b>	<b>1,930,271</b>	<b>6.21</b>
Argentina	42	0.16	29,335	0.33	125,218	0.40
Bolivia	8	0.03	8,231	0.09	53,278	0.17
Brazil	115	0.44	22,931	0.26	212,428	0.68
Chile	16	0.06	15,712	0.18	80,804	0.26
Colombia	200	0.76	35,083	0.40	509,872	1.64
Ecuador	187	0.71	22,032	0.25	298,626	0.96
Guyana	0	0.00	4,053	0.05	211,189	0.68
Peru	144	0.55	53,250	0.60	278,186	0.89
Venezuela	0	0.00	6,678	0.08	107,031	0.34
Other South America	0	0.00	5,323	0.06	53,639	0.17
<b>Northern America:</b>	<b>80</b>	<b>0.31</b>	<b>141,779</b>	<b>1.60</b>	<b>829,442</b>	<b>2.67</b>
Canada	80	0.31	141,181	1.59	820,771	2.64
Other Northern America	0	0.00	598	0.01	8,671	0.03
<b>Born at sea</b>	<b>0</b>	<b>0.00</b>	<b>67</b>	<b>0.00</b>	<b>316</b>	<b>0.00</b>
U.S. Census Bureau, Census 2000, Summary File 3						

#### 4. Educational Attainment

Table 6: EDUCATIONAL ATTAINMENT OF PERSONS 25 AND OLDER: 2000

Educational Attainment Level	Harbor Service Area		California	United States
	No.	%	%	%
Population 25 years and over	38,565	100.0	100.0	100.0
Without high school diploma	14,096	36.6	23.2	19.6
High school graduate (includes equivalency)	8,631	22.4	20.1	28.6
Some college, no degree	8,034	20.8	22.9	21.0
Associate degree	2,373	6.2	7.1	6.3
Bachelor's degree	3,991	10.3	17.1	15.5
Master's, Professional, or Doctorate degree	1,440	3.7	9.5	8.9
U.S. Census Bureau, Census 2000, Summary File 3				

More than one third (36.6%) of community residents 25 years and older do not have a high school diploma. This is much higher than the California average of 23.2% and the U.S. average of 19.6%.

The highest level of educational attainment for slightly more than ten percent (10.3%) was a Bachelor's degree. This is lower than the California average (17.1%) or the U.S. average (15.5%).

Very few community residents (3.7%) have Master's, Professional or Doctorate degree. This is much lower than the California average (9.5%) or the U.S. average (8.9%),

## 5. Literacy Rate and English Language Proficiency

Table 7: SUMMARY - LANGUAGE SPOKEN AT HOME: 2000

Age Group	Harbor Service Area		California	United States
	No.	%	%	%
Population 5 years and over	60,968	100.0	100.0	100.0
Speak language other than English	35,585	58.4	39.5	17.9
Do not speak English 'very well'	21,520	35.3	20.0	8.1
Spanish speakers	28,159	46.2	25.8	10.7
Asian and Pacific Island language speakers	5,908	9.7	8.6	2.7
Other language speakers	265	0.4	0.8	0.7
U.S. Census Bureau, Census 2000, Summary File 3				

More than half (58.4%) of the residents of Harbor Gateway – Harbor City speak a language other than English. This is a higher percentage than the California percentage (39.5%) and the U.S. average of 17.9%. More than one third (35.3%) of community residents do not speak English “very well”. This is higher than the California average of 20.0% and the U.S. average of 8.1%.

Almost half (46.2%) of the Harbor Gateway – Harbor City residents are Spanish Speakers. This is much higher than the California average of 25.8% and the U.S. average of 10.7%.

Almost 1 of every 10 (9.7%) of community residents speak an Asian or Pacific Island language. This is slightly higher than the California average of 8.6% and higher than the U.S. average of 2.7%.

As documented in Table 8 below, Spanish is spoken at home by 46.2% of the community residents over the age of five (5). English is spoken at home by 41.6% of community residents over the age of five (5). The third most common language spoken at home is Tagalog (3.2% of community residents). The fourth most common language is Japanese (2.2%) and the fifth most common language is Korean (2.1%). The linguistic diversity of Los Angeles, and this community is particular, is apparent when one realizes that over thirty five (35) different languages are spoken at home by community residents.

Table 8: LANGUAGE SPOKEN AT HOME FOR POPULATION 5 YEARS AND OVER - DETAILS

	Harbor Branch Service Area		California		U.S.	
	#	%	#	%	#	%
Total population 5 years and over	60968	100	31416629	100	262375152	100
Speak only English	25383	41.6333158	19014873	60.52	215423557	82.105
Spanish or Spanish Creole	28159	46.1865241	8105505	25.8	28101052	10.71
French (incl. Patois, Cajun)	165	0.27063378	135067	0.43	1643838	0.6265
French Creole	4	0.00656082	4107	0.013	453368	0.1728
Italian	70	0.11481433	84190	0.268	1008370	0.3843
Portuguese or Portuguese Creole	115	0.18862354	78403	0.25	564630	0.2152
German	128	0.2099462	141671	0.451	1383442	0.5273
Yiddish	11	0.01804225	8952	0.028	178945	0.0682
Other West Germanic languages	62	0.10169269	30796	0.098	251135	0.0957
Scandinavian languages	8	0.01312164	28653	0.091	162252	0.0618
Greek	0	0	28847	0.092	365436	0.1393
Russian	44	0.07216901	118382	0.377	706242	0.2692
Polish	0	0	23435	0.075	667414	0.2544
Serbo-Croatian	64	0.1049731	23872	0.076	233865	0.0891
Other Slavic languages	15	0.02460307	28696	0.091	301079	0.1148
Armenian	11	0.01804225	155237	0.494	202708	0.0773
Persian	46	0.07544942	154321	0.491	312085	0.1189
Gujarathi	30	0.04920614	33112	0.105	235988	0.0899
Hindi	33	0.05412676	76134	0.242	317057	0.1208
Urdu	110	0.18042252	31588	0.101	262900	0.1002
Other Indic languages	331	0.54290775	112119	0.357	439289	0.1674
Other Indo-European languages	6	0.00984123	37750	0.12	327946	0.125
Chinese	484	0.79385907	815386	2.595	2022143	0.7707
Japanese	1326	2.17491143	154633	0.492	477997	0.1822
Korean	1267	2.07813935	298076	0.949	894063	0.3408
Mon-Khmer, Cambodian	13	0.02132266	71305	0.227	181889	0.0693
Miao, Hmong	0	0	65529	0.209	168063	0.0641
Thai	74	0.12137515	39970	0.127	120464	0.0459
Laotian	0	0	41317	0.132	149303	0.0569
Vietnamese	346	0.56751083	407119	1.296	1009627	0.3848
Other Asian languages	52	0.08529064	76013	0.242	398434	0.1519
Tagalog	1947	3.19347855	626399	1.994	1224241	0.4666
Other Pacific Island languages	399	0.65444167	113432	0.361	313841	0.1196
Navajo	4	0.00656082	1774	0.006	178014	0.0678
Other Native N. A. languages	0	0	6729	0.021	203466	0.0775
Hungarian	17	0.02788348	19231	0.061	117973	0.045
Arabic	108	0.17714211	108340	0.345	614582	0.2342
Hebrew	0	0	34647	0.11	195374	0.0745
African languages	76	0.12465556	45471	0.145	418505	0.1595
Other and unspecified languages	60	0.09841228	35548	0.113	144575	0.0551

Source: U.S. Census Bureau, Census 2000, Summary File 3



## 6. Income and Poverty

Table 9: INCOME AND POVERTY INDICATORS: 2000

Measure	Harbor Service Area	California	United States
Median household income in 1999	\$37,607	\$47,493	\$41,994
Median family income in 1999	\$39,423	\$53,025	\$50,046
Per capita income in 1999	\$14,576	\$22,711	\$21,587
Total Families	15,514	7,985,489	72,261,780
Families in 1999 below poverty level	19.1%	10.6%	9.2%
Families below poverty level with related children under 18 years	16.3%	8.8%	7.1%
Total population	67,342	33,871,648	281,421,906
Population below poverty level (1999)	21.3%	13.9%	12.0%
Below poverty level; 18 years and over (1999)	12.0%	8.7%	7.9%
Below poverty level; 65 years and over (1999)	0.7%	0.8%	1.2%
U.S. Census Bureau, Census 2000, Summary File 3			

The median household income in 1999 for Harbor Gateway – Harbor City residents was \$37,607. This was substantially lower than the California average of \$47,493 and the U.S. average of \$41,994.

The median family income in 1999 for Harbor Gateway – Harbor City residents was \$39,423 which is much less than the California average of \$53,025 and the U.S. average of \$50,046.

The per capita income in 1999 of Harbor Gateway – Harbor City resident was \$14,576. This is significantly lower than the California average of \$22,711 and the U.S. average of \$21,587. In 1999, almost one family in five (19.1%) of Harbor Gateway – Harbor City families had incomes below the poverty level. This is much higher than the California average of 10.6% and the U.S. average of 9.2%.

While only 8.8% of the families in California below the poverty level had related children under 18 years old, the percentage is much higher in Harbor Gateway – Harbor City where 16.3% of the families are below the poverty level and have related children under 18 years old.

In 1999, one out of every five residents (21.3%) of Harbor Gateway – Harbor City lived in poverty. This is much higher than the California average of 13.9% and the U.S. average of 12.0%.

## 7. Occupational Characteristics and Types of Workers

Table 10: OCCUPATION: 2000

Occupation	Harbor Service Area		California %	United States %
	No.	%		
Employed civilian population 16 years and over	26,103	100.0	100.0	100.0
<b>Occupation</b>				
Management, professional, and related occupations	6,112	23.4	36.0	33.6
Service occupations	5,117	19.6	14.8	14.9
Sales and office occupations	7,177	27.5	26.8	26.7
Farming and fishing, and forestry occupations	83	0.3	1.3	0.7
Construction, extraction, and maintenance occupations	2,199	8.4	8.2	9.3
Production, transportation, and material moving occupations	5,336	20.4	12.7	14.6
<b>Industry</b>				
Agriculture, forestry, fishing and hunting, and mining	93	0.4	1.9	1.9
Construction	1,375	5.3	6.2	6.8
Manufacturing	5,310	20.3	13.1	14.1
Wholesale trade	995	3.8	4.1	3.6
Retail trade	3,017	11.6	11.2	11.7
Transportation and warehousing, and utilities	1,885	7.2	4.7	5.2
Information	585	2.2	3.9	3.1
Finance, insurance, real estate and rental and leasing	1,414	5.4	6.9	6.9
Professional, scientific, management, administrative, and waste management services	2,966	11.4	11.6	9.3
Educational, health and	3,936	15.1	18.5	19.9

social services				
Arts, entertainment, recreation, accommodation and food services	2,316	8.9	8.2	7.9
Other services (except public administration)	1,492	5.7	5.2	4.9
Public administration	719	2.8	4.5	4.8
U.S. Census Bureau, Census 2000, Summary File 3				

Fewer Harbor Gateway – Harbor City residents (23.4%) are employed in managerial, professional and related occupations than the California average (36.0%) or the U.S. average (33.6%).

More Harbor Gateway – Harbor City residents (19.6%) are employed in service occupations than the California average (14.8%) of the U.S. average (14.9%).

Table 11: CLASS OF WORKER: 2000

Class of Worker	Harbor Service Area		California %	United States %
	No.	%		
Employed civilian population 16 years and over	26,103	100.0%	100.0%	100.0%
Private for-profit wage and salary workers	20,376	78.1%	71.8%	71.7%
Private not-for-profit wage and salary workers	1,087	4.2%	5.7%	7.2%
Government workers	2,860	11.0%	14.7%	14.6%
Self-employed workers in own not incorporated business	1,717	6.6%	8.5%	6.6%
Unpaid family workers	94	0.4%	0.4%	0.3%
U.S. Census Bureau, Census 2000, Summary File 3				

A higher percentage (78.1%) of Harbor Gateway – Harbor City residents are employed in private-for profit wage and salary positions when compared to the California average of 71.8% or the U.S average of 71.7%. A smaller percentage

(11%) of Harbor Gateway – Harbor City residents are government workers compared to the California average of 14.7% and the U.S. average of 14.6%.

## 8. Housing Characteristics

Table 12: *HOUSING CHARACTERISTICS: 2000*

Housing Characteristics	Harbor Service Area		California	United States
	No.	%	%	%
Housing units	21,283			
		Of Occupied Units	Of Occupied Units	Of Occupied Units
Occupied housing units	20,481			
Owner occupied housing units	8,657	42.27%	56.91%	66.19%
Renter occupied housing units	11,824	57.73%	43.09%	33.81%
Average household size	3.28		2.87	2.59
Average family size	3.75		3.43	3.14
		Of Total Housing Units	Of Total Housing Units	Of Total Housing Units
Vacant housing units	802	3.77%	5.83%	8.99%
Vacant housing units: For rent	448	2.10%	1.65%	2.31%
Vacant housing units: For sale only	106	0.50%	0.94%	1.23%
Vacant housing units: Rented or sold, not occupied	90	0.42%	0.45%	0.70%
Vacant housing units: For seasonal, recreational, or occasional use	103	0.48%	2.14%	3.34%
Vacant housing units: For migrant workers	0	0.00%	0.02%	0.03%
Vacant housing units: Other vacant	55	0.26%	0.62%	1.39%
Median gross rent	\$648		\$747	\$602
Median value for all owner-occupied housing units	\$175,022		\$198,900	\$111,800
U.S. Census Bureau, Census 2000, Summary Files 1 and 3				

The majority (57.73%) of the housing units in Harbor Gateway – Harbor City are renter occupied units as contrasted to 42.27% which are owner occupied housing units. This is the reverse of the California average in which the majority of housing units (56.91%) are owner occupied and the U.S. in which an even higher percentage (66.19%) are owner occupied.

The average household size in Harbor Gateway – Harbor City is 3.28 persons which is larger than the California average of 2.87 and the U.S. average of 2.59. The average family size in Harbor Gateway – Harbor City is 3.75 persons which is also larger than the California average of 3.43 and the U.S. average of 3.14.

Housing costs in Harbor Gateway – Harbor City are lower than those in California, but well above the U.S. average. The median value for all owner-occupied housing units in Harbor Gateway – Harbor City is \$175,022 while the average in California is \$198,900 and the average in the U.S. is \$111,800.

## 9. Public School Academic Performance

Harbor Gateway - Gateway City Branch Library is served by the Los Angeles Unified School District. The branch service area includes six public schools: four elementary schools, one junior high school and one high school.

Every public school receives a statewide rank along with its base score, as part of California's annual Academic Performance Index (API) reporting. These two measures, the rank and the score, can be used in gauging the academic performance of individual schools and an entire school district. The API is a numeric index that ranges from a low of 200 to a high of 1000. The score or placement of a school on the API is an indicator of the school's performance level. The Statewide rank is a number from 1 (lowest) to 10 (highest), indicating in which decile the school performed. Each decile contains ten percent of all elementary, middle, and high schools.

Table 13: ACADEMIC PERFORMANCE MEASURES:  
*2001 and 2002*

School	2001 API (Base)	2002 API Growth	2001 Statewide Rank
<b><i>Elementary Schools</i></b>			
Halldale Elementary	681	772	5
Harbor City Elementary	548	643	2
Normont Elementary	653	678	4
President Elementary	671	739	5
<b><i>Junior High School</i></b>			
Alexander Fleming Middle School	571	577	3
<b><i>High Schools</i></b>			
Narbonne High School	588	590	4

Source: California Department of Education. Accessed at [www.cde.ca.gov/psaa/api](http://www.cde.ca.gov/psaa/api)



The four elementary schools that serve the Harbor Gateway – Harbor City communities all had lower 2001 API scores that were lower than at least 50% of the elementary schools. One school, Harbor City Elementary, had a score of 2 which means that 80% of the elementary schools in the State had higher scores than Harbor City Elementary.

Alexander Fleming Middle School had a 2001 API score of 571 and a statewide rank of three (3). This means that its score was lower than the scores achieved by 70% of the other middle schools in the State.

Narbonne High School had a 2001 API score of 588 and a statewide rank of four (4). This means that its score was lower than the scores achieved by 60% of the other high schools in the State.

The Statewide Ranks for 2002 were not available at the time this report was produced. Although the 2002 API scores for each school are higher than the school's score for 2001, there is no reason to believe that their statewide ranking would have dramatically changed.

## **IV. ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS**

Harbor Gateway and Harbor City are neighborhoods that form a single, unique community that is approximately nine (9) miles long and 2/3 mile wide. It connects the port of Los Angeles to the rest of the City. The community does not have a downtown with public facilities. The major municipal facilities are twenty (20) miles north in downtown Los Angeles. Satellite governmental facilities are located a few miles to the south in Wilmington and San Pedro. The only public facilities in the community are the schools and two small city parks.

At community meetings, people articulated the importance of the library as a community center. While the schools have auditoriums, none have an identifiable public building presence that is seen as the community's center. The library site was selected because it is centrally located on the major north/south business street and it is one block from the public high school.

The new library will become the landmark public building in the community. Students from the high school and one elementary school can easily walk to the new library without crossing any major streets. The site is also within 1.2 – 2.3 miles of the other public schools serving the community.

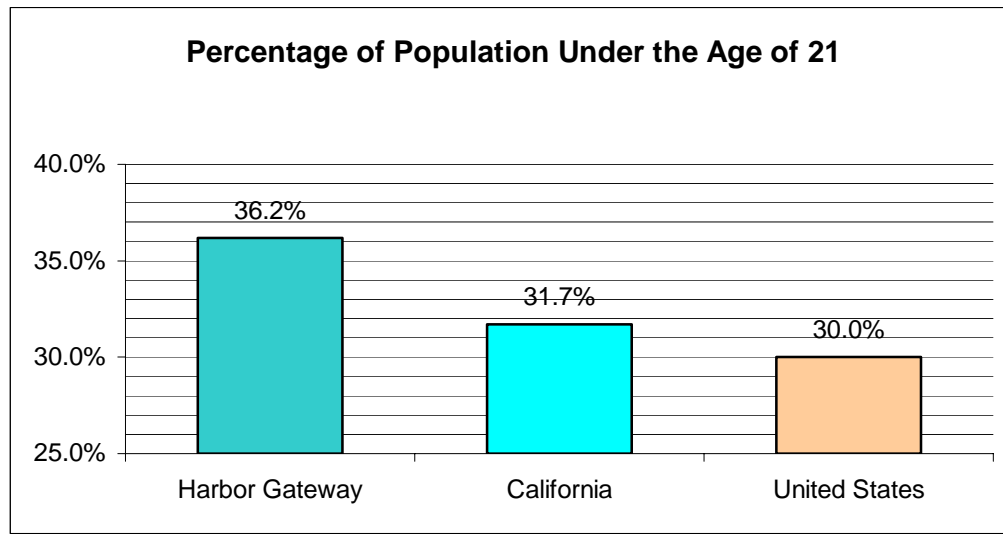
The library site and two mini-malls with small businesses, restaurants, and an ice skating rink are all on the east side of Western Avenue in contiguous locations. It is anticipated that many people using the businesses will park their car once, or get off the bus and walk to businesses and to the library. It will be easy for employees of the businesses and of light industry plants on 240<sup>th</sup> Street to come to the library at lunch time, or before or after work.

The new library, the first major new construction on this part of Western Avenue in more than twenty five (25) years, will be an impetus to revitalization of the immediate business community. The structures in the mini malls and other businesses, build in the 1960s and 1970s, are in fair to poor condition and not aesthetically inviting. The library will set a new architectural standard in the community, and it will stimulate business in the area due to the volume of library users it will draw to the area on an ongoing basis.

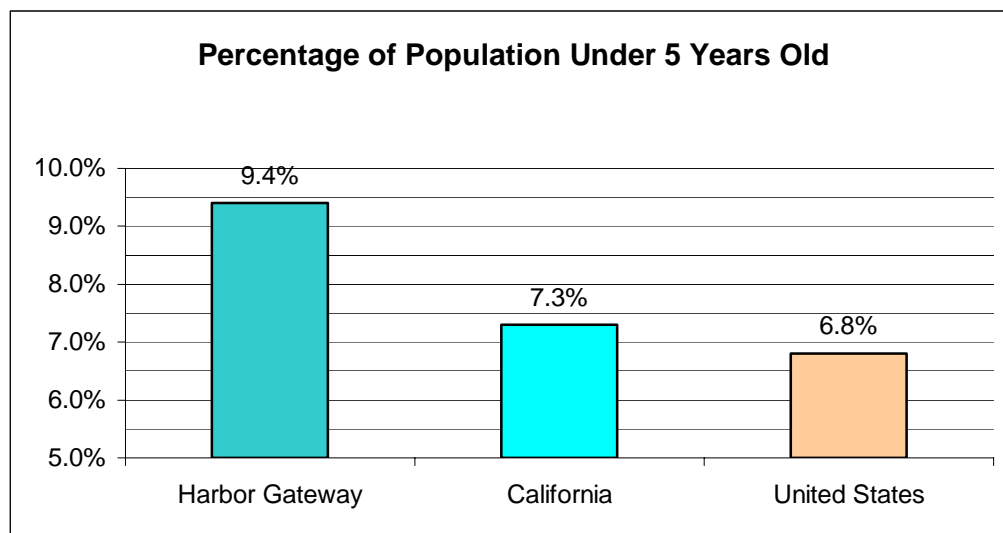
The Harbor Gateway – Harbor City area of Los Angeles is home to 67,342 residents. It is a community of families where more than three quarters of the households (75.4%) are family households. Almost half of the families (48.7%) include one or more children under the age of 19 which is higher than the California average of

(39.3%) of households. Compared to the rest of the state, higher percentages (18.8%) of the households are headed by a woman with no husband present.

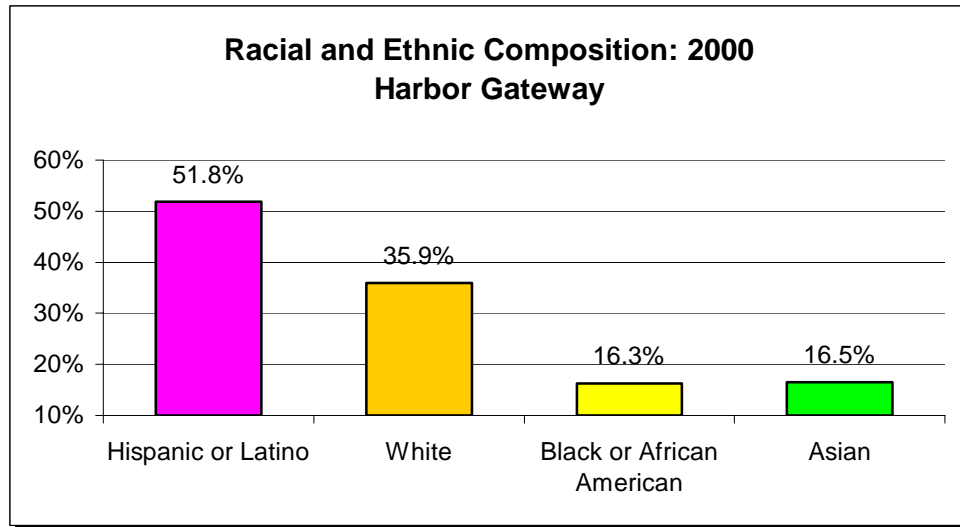
The residents of Harbor Gateway – Harbor City are younger than the California average. More than one third (36.2%) of community residents are under the age of 21 compared to 31.7% for the rest of the state and 30.0% for the U.S.



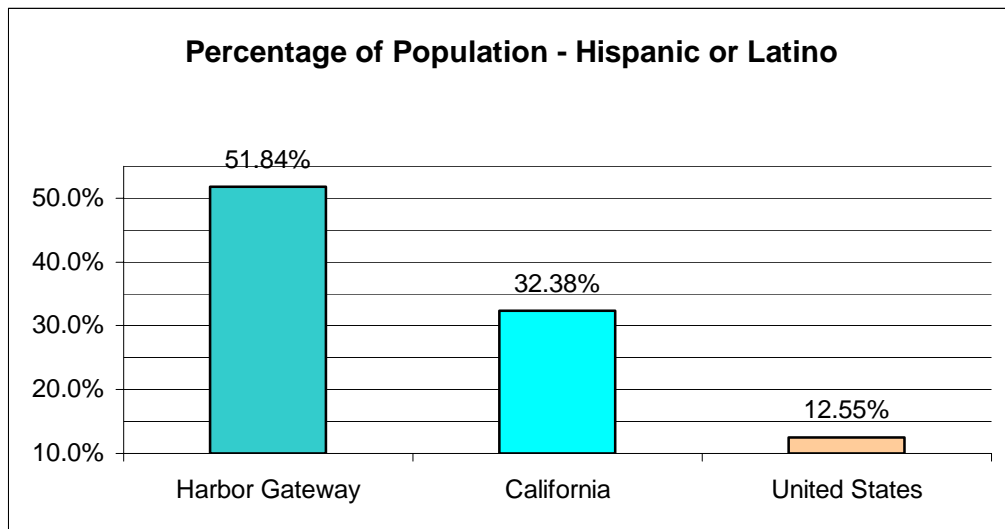
Almost 1 resident in 10 (9.4%) is under the age of five, compared to 7.3% for California and 6.8% for the U.S. at large.



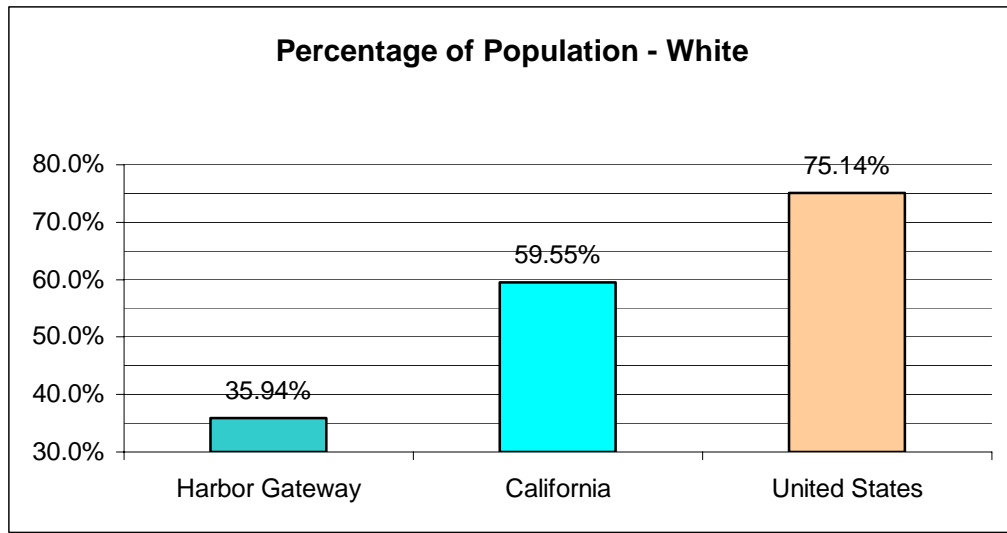
Harbor Gateway – Harbor residents reflect the wonderful diversity of Los Angeles. It is a much more diverse community than represented in the California or the U.S. averages.



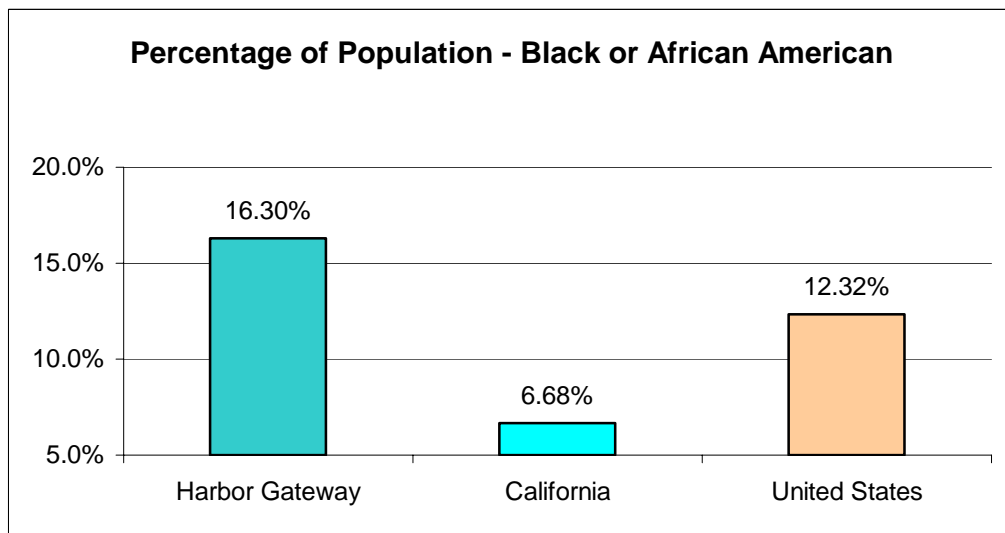
The largest percentage (51.84%) of community residents are Hispanic or Latino. This is significantly higher than the California average of 32.38% or the U.S. average of 12.55%.



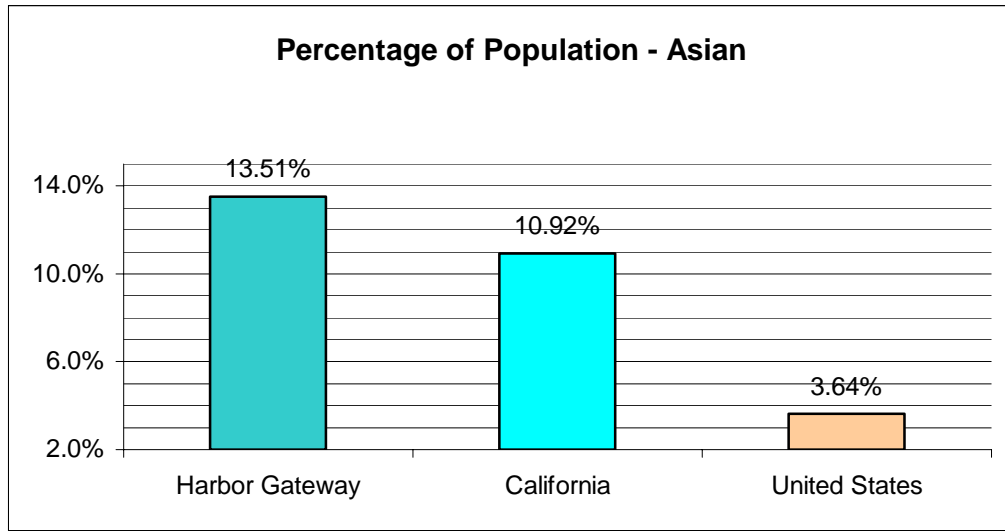
The second largest group (35.94%) of community residents is white; this is smaller than the state average of 59.55% and the U.S. average of 75.14%.



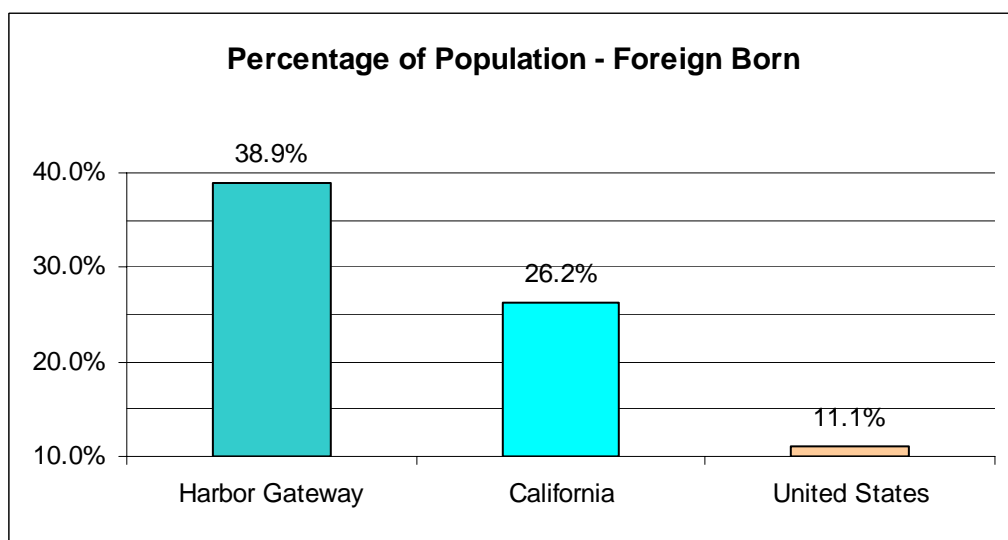
Blacks or African Americans comprise 16.30% of the Harbor Gateway – Harbor City community. This is a higher than the California average of 6.68% or the U.S. average of 12.32%.



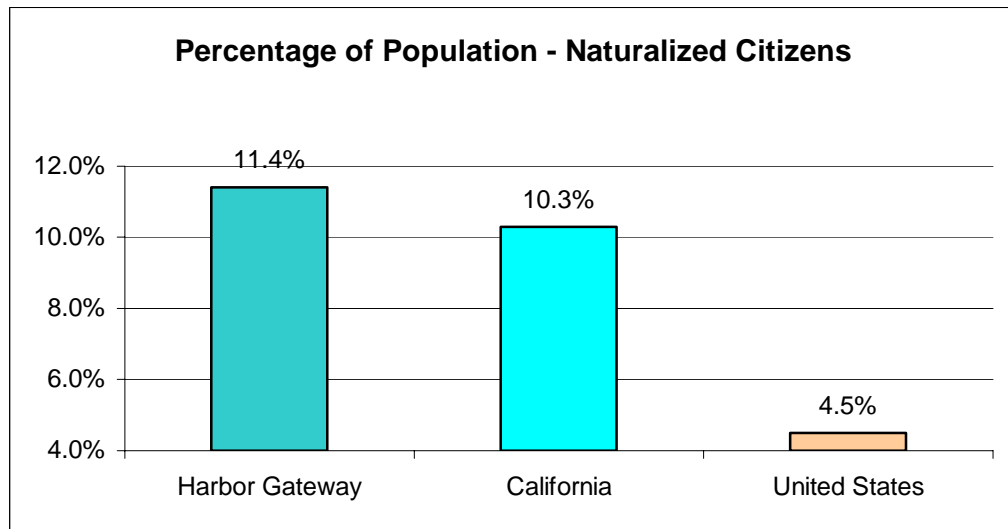
Asians account for 13.51% of community residents. This is higher than the California average of 10.92% and the U.S. average of 3.64%



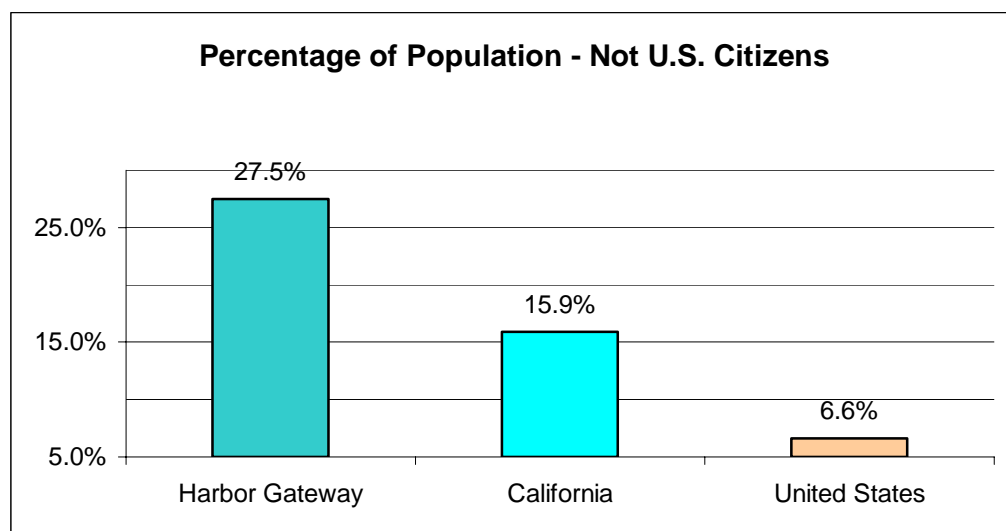
Harbor Gateway – Harbor City is home to many individuals who were not born in the United States. Over 26,000 community residents were born in another country. This represents 38.9% of the population. This is higher than the California average of 26.2% or the U.S. average of 11.1%.



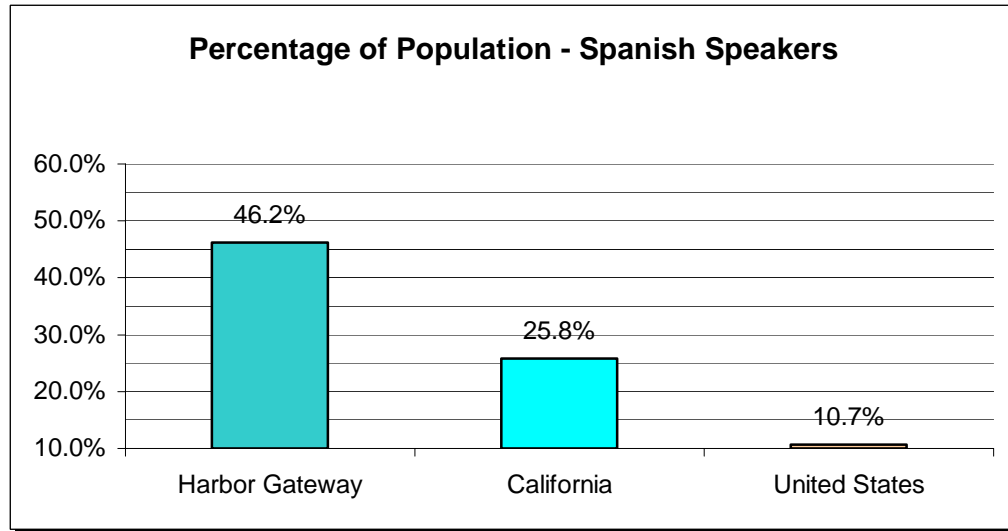
Since moving to the United States, eleven point four percent (11.4%) of these foreign born residents have become naturalized citizens. This is higher than the California average of 10.3% or the U.S. average of 4.5%.



More than one quarter (27.5%) of the residents of Harbor Gateway – Harbor City are not U.S. citizens. This is higher than the California average of 15.9% or the U.S. average of 6.6%.

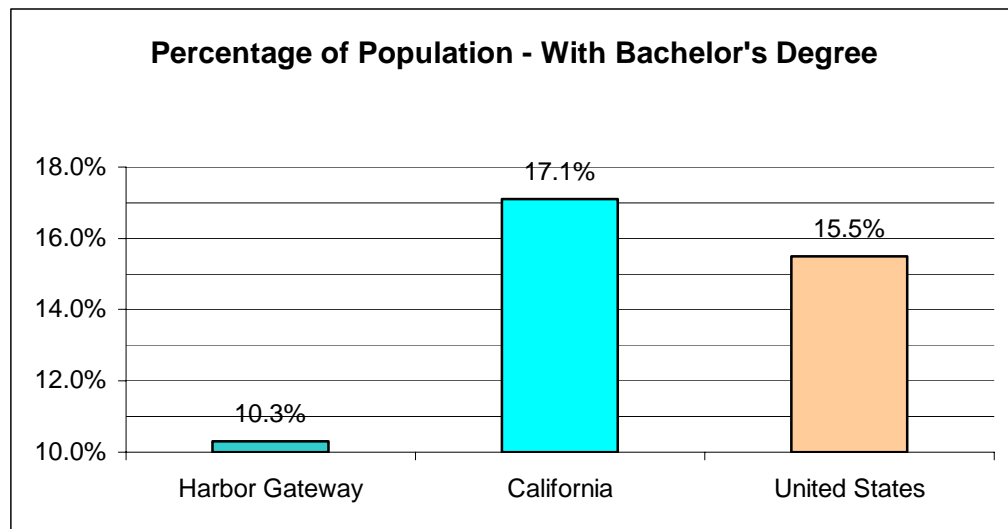


More than half the residents (58.4%) of Harbor Gateway – Harbor City who are five (5) years old or older speak a language other than English. Spanish is spoken by 46.2% of the community residents who are five years old or older. This is a much higher percentage of Spanish speakers than the California average of 25.8% or the U.S. average of 10.7%.



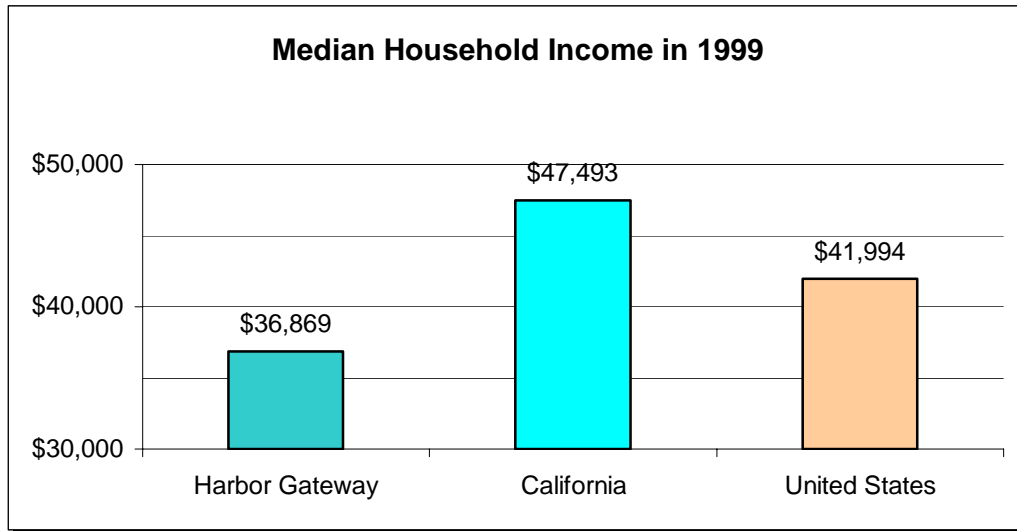
The highest level of educational attainment of the adults in Harbor Gateway – Harbor City, is on average, lower than that of other California residents and U.S. residents. More than one third (36.6%) of community residents twenty five (25) years and older do not have a high school diploma.

The highest level of educational attainment for slightly more than ten percent (10.3%) was a Bachelor's degree. This is lower than the California average (17.1%) or the U.S. average (15.5%).

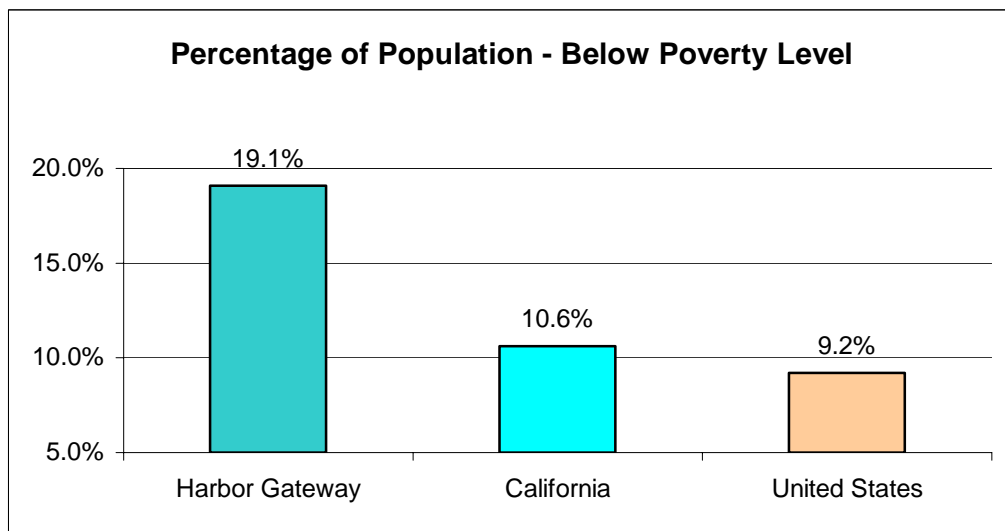




The income level of Harbor Gateway – Harbor City residents is lower than the median for California and the U.S. The median income in 1999 for a Harbor Gateway – Harbor City household was \$36,869. This is more than \$10,000 less per household than the California median household income of \$47,493 and approximately \$5,000 less than the U.S. median household income of \$41,994.



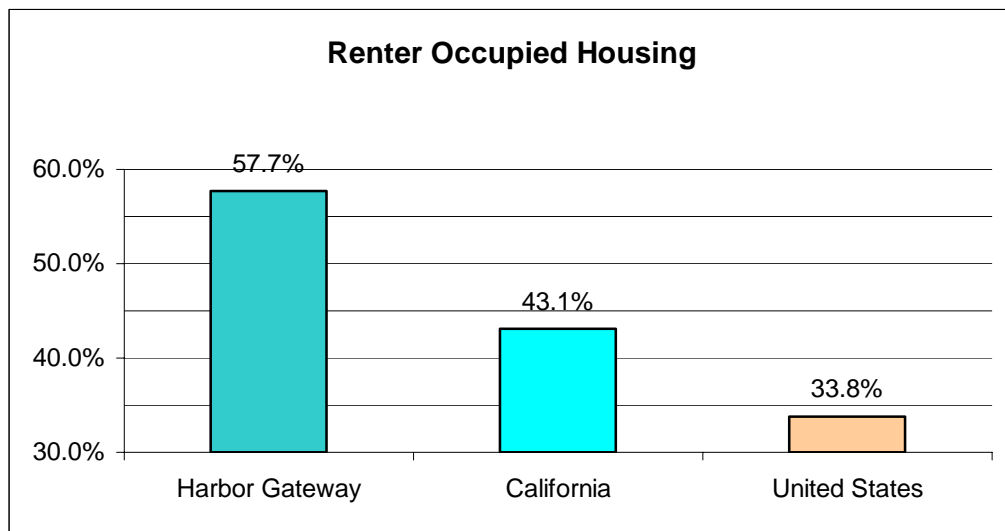
In 1999, almost one family in five (19.1%) of Harbor Gateway – Harbor City had incomes below the poverty level. This is much higher than the California average of 10.6% and the U.S. average of 9.2%



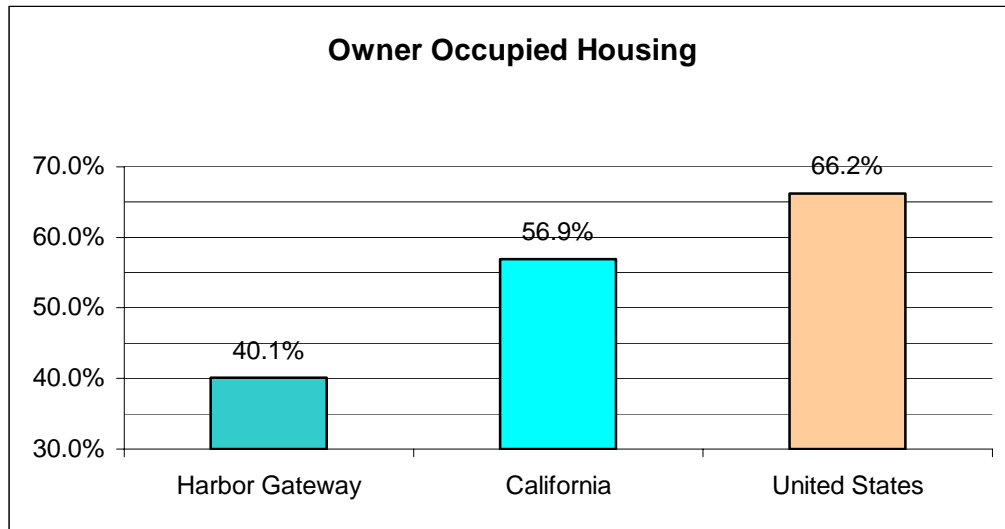
An employed individual who is sixteen (16) or older and lives in Harbor Gateway – Harbor City is less apt to hold a managerial or professional position than he or she would if they resided elsewhere in California or the U.S. On the other hand, he or she is more likely to be employed in a service occupation, in a sales and office position or in the manufacturing industry.

More than three quarters of the residents who are sixteen (16) or older are employed in private-for profit wage and salary positions. A resident is also less likely to hold a government position or be a self-employed worker than other California or U.S. workers.

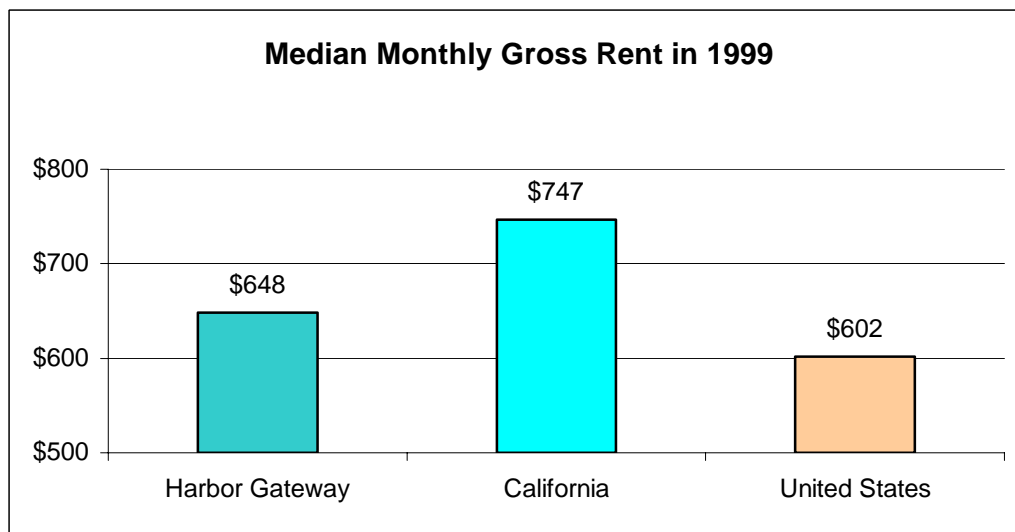
More than half (57.7%) of the occupied housing units in Harbor Gateway – Harbor City are renter occupied. This is higher than the California average of 43.1% and much higher than the U.S. average of 33.8%.



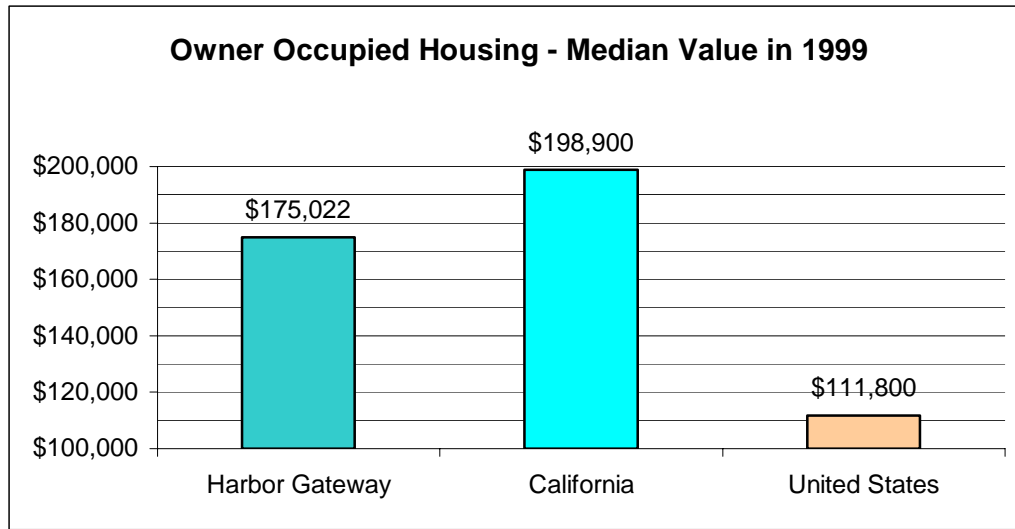
In contrast, only forty percent (40.1%) of the housing units are owner occupied, and this is less than the California average of 56.9% and the U.S. average of 66.2%.



Housing costs in Harbor Gateway – Harbor City are lower than those in California but higher than the U.S. average. The median monthly gross rent paid by a Harbor Gateway – Harbor City resident was \$648 in 1999. This is lower than the California average of \$747 but higher than U.S. average of \$602.



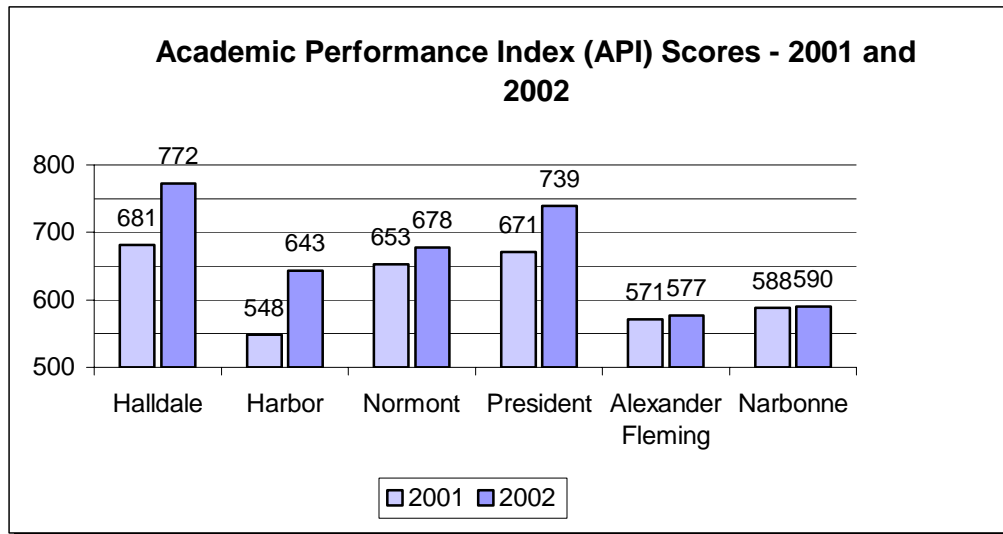
The median value for all owner-occupied housing units in Harbor Gateway – Harbor City in 1999 was \$175,022. This is lower than the California average of \$198,900 but significantly higher than the U.S. average of \$111,800.



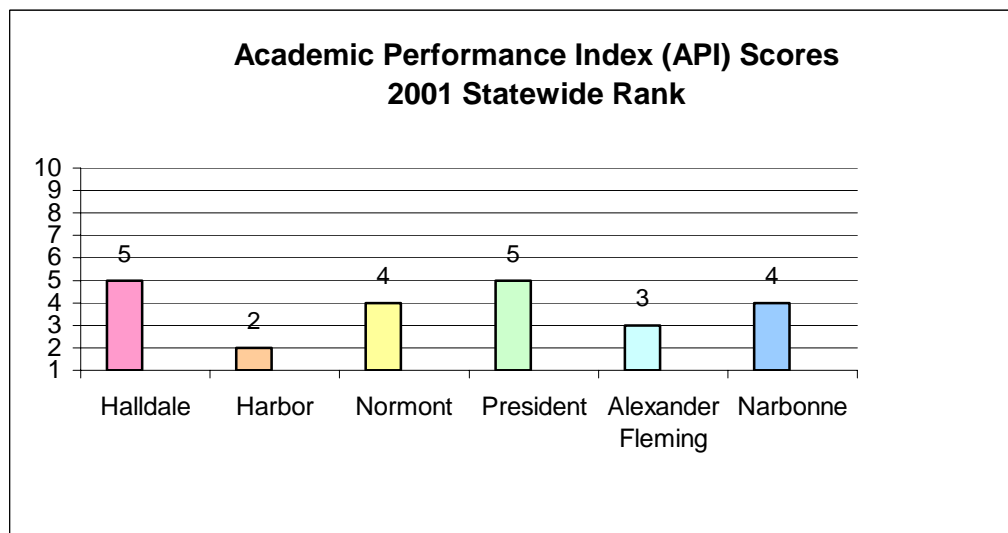
During the 2002 – 2003 school year, two thousand six hundred and thirty one (2,631) children were enrolled in the public elementary schools which serve the Harbor Gateway – Harbor City communities. Almost three quarters (72.5%) of those children are Hispanic.

In the 2001 – 2002 school year, more than one third (35.2%) of the elementary school children are attending English Learner classes as they are not native speakers of English and are not as proficient in English as the native speakers are. The overwhelming majority (96.2%) of the students in the English Learner classes are children who speak Spanish.

The 2002 API scores for the four elementary schools ranged from a low of 643 to a high of 772. The lowest possible score was a 200 and the highest possible score was 1000.

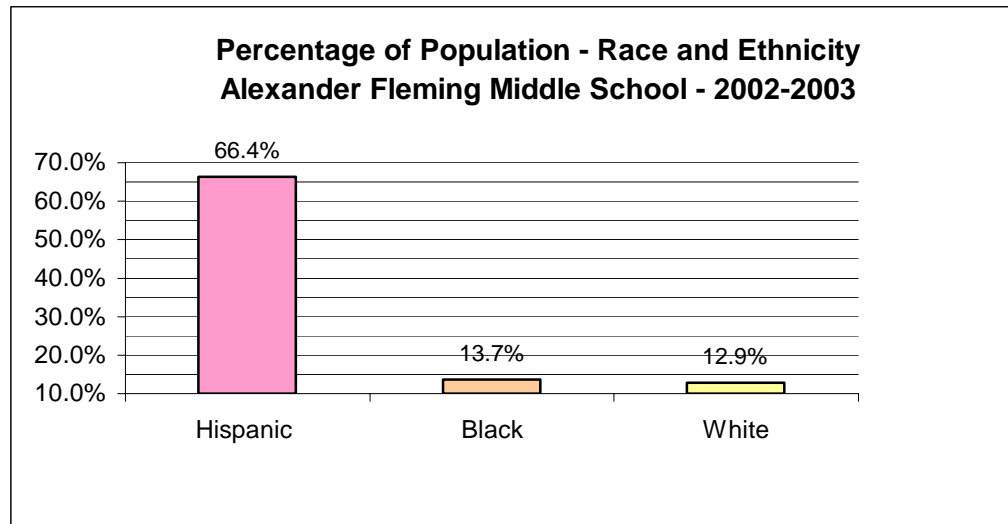


The statewide rank of the schools in 2001 ranged from a 2 to 5, with the lowest possible number being a 1 and the highest being a 10, indicating in which decile they performed. This means that even the highest scoring elementary schools (Halldale and President) performed at a level that was lower than fifty percent (50%) of the other elementary schools in the State.



During the 2002 – 2003 school year, one thousand seven hundred and fifty five students were enrolled in the middle school that serves the Harbor Gateway – Harbor City communities. Almost two thirds (66.4%) of those students are Hispanic.

Black students were the second largest racial or ethnic group (13.7%) and White students were the third largest group (12.9%).



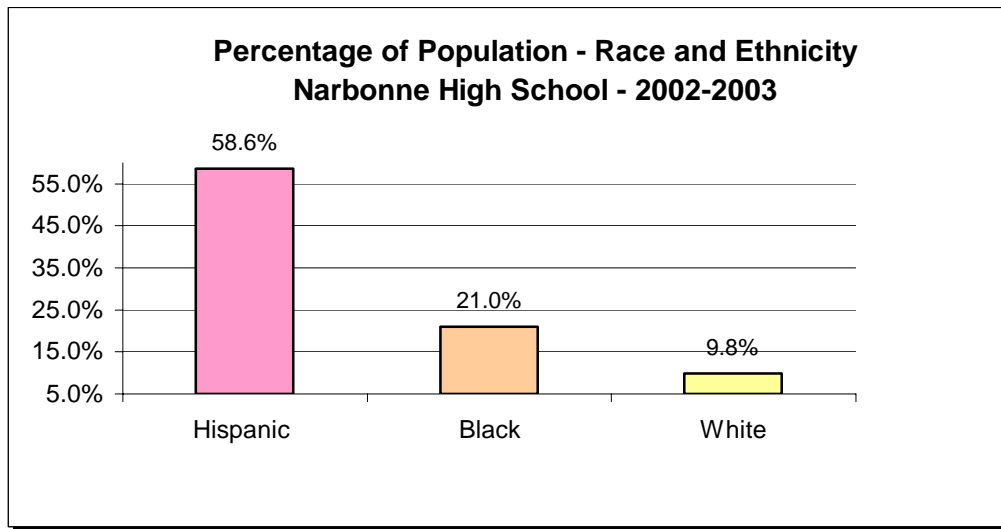
In 2001 – 2002, two hundred and fifty three (253) students were enrolled in English Learner classes; this represents 14.9% of the student population. The majority (90.9%) of the students in the English Learner classes are students who speak Spanish.

The 2002 API score for the middle school was 577 and the 2001 statewide rank was 3. This means that the students in seventy percent (70%) of the middle schools in the State achieved higher scores on the standardized tests than the students in Harbor Gateway – Harbor City.

During the 2002 – 2003 school year, two thousand eight hundred and seventeen (2,817) students attended the public high school which serves the Harbor Gateway – Harbor City communities.

In 2001 – 2002, three hundred sixty five (365) students were enrolled in English Learner classes; this represents 13.7% of the student population. The majority (89.3%) of the students in the English Learner classes are students who speak Spanish.

The majority of the students at Narbonne High School (58.6%) are Hispanic. Black students were the second largest racial or ethnic group (21.0%) and White students were the third largest racial or ethnic group (9.8%).



The 2002 API score for the high school was 588 and the 2002 statewide rank was 4. This means that students in sixty percent (60%) of the high schools in the State achieved higher scores on the standardized tests than the students in Harbor Gateway – Harbor City.

## V. ANALYSIS OF LIBRARY SERVICE NEEDS

### A. Executive summary

The residents of the Harbor Gateway – Harbor City community need and want a permanent branch library in their neighborhood. During the community meetings, focus groups and surveys described in Section II of this Needs Assessment, they described the types of services they wanted their new library to provide. Those services were also supported by the demographic data provided in Section III C and E of this Needs Assessment.

The library should focus its resources on the library service responses most important to local residents. Those service responses, in alphabetical order, and a brief description of each of them are as follows:

**Cultural Awareness** - A library that offers Cultural Awareness service helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and cultural heritage of others.

**Current Topics and Titles** – A library that provides Current Topics and Titles helps fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

**Formal Learning Support** - A library that offers Formal Learning Support helps students who are enrolled in a formal program of education or who are pursuing their education through a program of home schooling to attain their educational goals.

**Information Literacy** - A library that provides Information Literacy service helps address the need for skills related to finding, evaluating, and using information effectively.

**Lifelong Learning** – A library that provides Lifelong Learning service helps address the desire for self-directed personal growth and development opportunities.

To support these service responses, the library staff should build collections which will enable the delivery of quality services in these areas. The collections should, of course, be available in a variety of formats including print, audio visual and electronic.



Harbor Gateway – Harbor City residents of all ages should be served by the materials (print, audio-visual and electronic) offered as part of the library's implementation of the selected service responses. Since almost half (46.2%) of the population over the age of 5 speak Spanish at home, print and non-print collections in Spanish will be an integral part of the branch collection. Over thirty five languages are spoken at home by community residents. Branch staff will meet their needs by various means, including but not limited to, branch collections, deposit collections borrowed from the Central library, Intra and Inter-library loan and electronic resources.

The branch staff should sponsor or co-sponsor programs such as story times, discussions, demonstrations, and informational presentations on topics of interest to children, teens and adults.

The high school students are the target audience for the Formal Learning Support service response. The library should offer quiet study space for students and areas where students can collaborate with other students to complete school related projects. Tutoring service should be made available during non-school hours, perhaps in cooperation with the faculty and students of Narbonne High School.

A computer lab should be provided that would enable high school students to receive orientation on how to conduct research and use electronic resources in support of their school assignments. Branch staff should consider offering or co-sponsoring programs for adults on how to use a computer and how to access electronic information. Whenever the computer lab was not being used for formal instruction, the computers could be used by the public to supplement those available elsewhere in the branch.

Library users should be made aware of resources of the Los Angeles Public Library system. This should be done by having a variety of printed brochures available for distribution, information on the library's web site and by the branch staff informing library users how they could access information and services available at other locations or available online or by phone.

Library staff should review library policies, specifically those related to circulation service, reference service and programming, to make certain the policies support the library's intent to focus on these service responses which were selected to meet community needs.

The library should also collect data, including surveying library users, to allow the branch library staff and Library Administration to evaluate the services the library offers in support of the selected service responses. This information can then be used to improve and create services of interest to library users.

## **B. Analysis of Service Needs**

***Cultural Awareness*** - The Harbor Gateway – Harbor City Branch Library should offer services that help satisfy the desire of community residents to gain an understanding of their own cultural heritage and cultural heritage of others.

**Collection:** The staff should develop collections that reflect the literature, history, religion, culture and accomplishments of the ethnic and racial groups which live in the Harbor Gateway – Harbor City service area. At a minimum, the branch collection should include materials that address the interests of community residents born in Mexico, the Philippines, Korea and Japan which are the native countries for the majority of foreign born community residents.

The collection should include books, media and electronic resources, and they should be available for children, teens and adults. Collections should be available in languages other than English, reflecting the linguistic diversity of the community.

The print and media collections at the branch should be supplemented with electronic resources and the active provision of materials from elsewhere in the library system to meet the expressed needs of community residents.

Electronic resources should be available to help community residents learn to speak and read English and to learn languages other than English.

**Services:** The library should sponsor or co-sponsor programs for children, teens and adults that will help community residents gain an understanding of their own heritage or the heritage of others. These could include programs such as ones which recognized and celebrated the holidays of various cultural groups or discussed books written by authors of diverse cultures.

Exhibits which highlight materials in the collection and which can enlighten community residents about the heritage of cultures should be developed.

***Current Topics and Titles*** – The Harbor Gateway – Harbor Branch Library should provide resources and programs that help fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

**Collection:** The branch should provide access to sufficient copies of materials to ensure that customer requests are met. Materials must be offered in a variety of formats in addition to print. The collection should contain audiovisual materials such

as CDs, videos, DVDs, books on tape and books on CD. These collections should be developed to meet the informational interests of local children, teens and adults.

Materials should be available the languages desired by community residents. The high percentage of Latino and Hispanic residents in the community might reflect a possible interest for best sellers and other popular materials in Spanish.

Library staff should strive to order materials before publication so that library users can find the items in the library as quickly as possible.

**Services:** To support the provision of Current Topics and Titles services, the branch could host book discussion groups, author visits, performances and other types of programs to encourage community residents to discuss the books, films and/or music that they enjoy.

The branch staff could create displays in the library that highlight new materials. They should also institute procedures that result in the prompt reshelving of all new materials so they will be available for other users as soon as possible.

The library could create or provide access to lists of recommended titles on topics of interest. Frequently readers who enjoyed the books by a particular author want to read other titles that are similar to the ones they've enjoyed. The library could consider offering access to commercially available products that enable customers to create their own profile of reading, viewing and listening interests and then receive recommendations of other items they might enjoy.

The library should consider a review of its circulation policies to make certain that its policies support the library's intent to provide current materials. Particular attention should be paid to policies dealing with topics such as eligibility for a borrower's card, loan periods, borrowing limits, renewals and reserves.

The library should collect and review data that will allow the evaluation of its collections and services to meet the local need for information about popular culture, social trends and recreational materials. This data should include, but not be limited to, the number of items circulated, collection turnover, program attendance, use of electronic resources selected to support the Current Topics and Titles service response, and surveys of library users to determine their satisfaction with the library's collections and services associated with Current Topics and Titles.

***Formal Learning Support*** - The Harbor Gateway – Harbor Branch Library should help students who are enrolled in a formal program of education or who are pursuing their education through a program of home schooling to attain their educational goals.

**Collection:** The branch should develop collections that will provide supplementary materials to help children and teens in grades K through 12 to succeed in school. Although it is not possible for the branch to take the place of a good elementary school library, the branch should strive to have a basic collection of materials in the children's collection that address the subjects taught in the public schools. To the extent possible, branch staff should obtain copies of required reading lists and have at least one copy of each title available for home use.

The teen and adult collections at the branch will be used by many students to complete various school related assignments, but to meet their needs, the collection needs to expand. Students and faculty who participated in the survey indicated that there was a great need for home work related resources to be included in the new branch. Seventy five percent (75%) of the students who participated in the survey indicated that they used the public library to get information for homework or other study purposes. Seventy one percent (71%) indicated that went to the public library to find books, videos, magazines or CDs to check out. When asked what they would like to see in the new branch, the highest priority for the students responding to the survey was more books.

Although the non-fiction collection will be used in support of many assignments, the electronic resources will be of equal if not greater interest to students in middle school and high school. The school assignment needs of this age group should be kept in mind when library staff are selecting electronic resources for the library system and when staff are selecting web sites to for inclusion on the LAPL web site.

**Services:** Branch staff should provide reference assistance and reader's advisory service for students in grades K – 12 to enable them to locate the information they need to complete their school assignments.

The students and faculty from Narbonne High School who participated in the surveys identified the need for tutoring to help students with their school related assignments. As described in other sections of this Needs Assessment, a joint venture with Narbonne High School will be an excellent way to respond to this need.

Branch staff, in cooperation with the faculty and students at Narbonne High School, could offer orientation sessions for middle school and high school students on how to do research or how to write reports.

Peer tutoring would be a popular and very valuable service since it would provide the one-on-one just in time assistance that so many high school students need. If possible, small study rooms should be included in the branch. This will provide the privacy needed for the tutoring sessions and also prevent others from being disturbed by the conversation which is essential for the tutoring.

Classes could also be offered on how to locate, evaluate and use electronic resources. These classes could be offered by library staff, qualified volunteers or done in cooperation with the students and faculty at Narbonne High School. Some of these classes could be general while others could focus on electronic resources in a particular subject such as the Civil War, astronomy or literary criticism or others that directly relate to the current school assignments.

The branch should include a computer lab which provides the appropriate equipment and environment for such instruction since it is not desirable to attempt to offer instruction such as this in the reference area or other sections of the branch where other library customers might be disturbed by the instructor or denied access to computers while they were being used for the class.

The library should consider a review of its reference policies to make certain that its policies support the library's intent to be a reference service provider. Particular attention should be paid to policies dealing with topics such as what types of questions it will and will not answer, the amount of time that staff will spend on a question, and whether reference books can be borrowed overnight

Branch staff should provide opportunities for students to comment on or evaluate the effectiveness of the homework support services that are being provided. This could be done informally by talking to the students who are using the services or more formally by surveying students who use the Homework Center and those who do not.

***Information Literacy***- The Harbor Gateway – Harbor City Branch Library should help address the need of community residents to acquire and develop the skills related to finding, evaluating, and using information effectively.

**Collections:** The collection should include a variety of current books and audio-visual materials to enable children, teens, adults and seniors to learn how to use a computer and how to locate and evaluate electronic information. This could include, but not be limited to information about current types of computers, popular computer applications such as Word, Excel, PowerPoint and various email programs.

The collection could also include information on how to search the Internet or comparative information that evaluates hardware and software. Information on these topics should also be made available in Spanish and perhaps other languages spoken by community residents. Since this information goes out of date very rapidly, it will be essential to weed the collection frequently and constantly purchase new, up to date resources.

**Services:** The library should consider offering programs on topics such as how to do research, how to write reports or term papers, how to locate, evaluate and use

information resources from a variety of sources, how to locate information on the Internet, and/or how to effectively search the license databases the library provides. Consideration should be given to offering computer instruction in Spanish since it is the primary language for so many community residents.

Another key component to Information Literacy is the ability to read. Other community organizations provide tutoring and classes to assist community residents who wish to improve their English language skills or who wish to improve their reading skills. Therefore, it is not recommended that the library provide these services; it is recommended that branch staff be aware of these programs and make the appropriate referrals if community residents request tutoring assistance.

LAPL should consider providing access to electronic resources that would help community residents learn English or learn another language of interest to them. These electronic resources should provide for self-paced instruction and not require the intervention of a tutor or class room instructor.

***Lifelong Learning*** – The Harbor Gateway – Harbor City Branch Library should help address the desire for self-directed personal growth and development opportunities.

**Collections:** In some ways, the entire collection supports lifelong learning but it is primarily the circulation non-fiction collection that needs to be developed if the branch is to effectively meet community expectations associated with this service response. Materials for children, teens, adults and seniors should be selected on a wide variety of topics of interest to community residents. A portion of the collection should be in Spanish, and depending on local demand, in other languages spoken by community residents.

Branch staff should endeavor to order materials pre-publication so library users can quickly find current information. Although the non-fiction collection will include current and retrospective titles, collection management, especially weeding, is essential. Materials which are out-dated or books which are in poor condition should be discarded in a timely manner.

**Services:** Branch staff should offer programs on a wide variety of topics of interest to local residents. Some of the programs could be presented by library staff while others could be presented by individuals or organizations with whom the library has chosen to partner.

Displays which highlight portions of the collection should be created on a regular basis. This is a very effective and efficient way to make community residents aware of materials on topics of potential interest in a variety of formats. Displays should, of course, be created for materials of interest to children, teens and adults.

Library staff should review circulation policies related to borrowing limits and loan periods to maximize the opportunity for an individual to borrow as many items on a topic as he or she wishes to borrow without negatively impacting the opportunity of other library users to locate information on the same topic.

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## **VI. SERVICE LIMITATIONS OF EXISTING FACILITY**

Harbor Gateway – Harbor City residents currently have access to library service in a rented space on which the Los Angeles Public Library has a five-year lease. Since the lease is for less than 20 years, Harbor Gateway – Harbor City does not have an existing public library. Therefore, this section has not been completed.



## **VII. PHYSICAL LIMITATIONS OF EXISTING FACILITY**

Harbor Gateway – Harbor City residents currently have access to library service in a rented space on which the Los Angeles Public Library has a five-year lease. Since the lease is for less than 20 years, Harbor Gateway – Harbor City does not have an existing public library. Therefore, this section has not been completed.

## **VIII. SPACE NEEDS ASSESSMENT**

The Los Angeles Public Library, the City Council Office, the Harbor Gateway – Harbor City residents and the consultants hired to assist with this project have been engaged in determining space needs and developing the library building program for the past two years.

Section II and Section III of this needs assessment described how the community residents and representatives of the Los Angeles Unified School District were involved in the planning process and what functions they wished to see the branch provide. Based on that information, as well as the participation of the Library Commission and other stakeholders, the building program for the Harbor Gateway-Harbor City Branch was developed.

In initial needs assessment discussions, Library staff utilized the Los Angeles Public Library Standard Building Program Plan for a 12,500 square foot library to look at space requirements for the new library. It is included with this Community Library Needs Assessment as Attachment 5.

As the needs assessment analysis progressed, it was determined that the Harbor Gateway – Harbor City Branch Library should be larger than 12,500 sq. ft. to enable it to meet the needs identified in this Needs Assessment. It was also determined that a better planning tool should be used to more completely describe the space needs of the library. Therefore, the library staff requested that Dubberly Garcia Associates, Inc. develop the building program using Libris Design.

The Harbor Gateway – Harbor City Building Program was completed in September 2002. It is the controlling document that has been used by the architect in preparing the Schematic Design of the new library.

Rather than repeat the detailed information included in the Building Program in this section of the Needs Assessment, references have been made to the section in the Building Program where the requested information can be found. For simplicity sake, the Harbor Gateway – Harbor City Building Program is referred to below as Building Program 2002.

## **Library collections**

### **Current status of collection**

Harbor Gateway – Harbor City residents currently have access to library service in a rented space on which the Los Angeles Public Library has a five-year lease. Since the lease is for less than 20 years, Harbor Gateway – Harbor City does not have an existing public library. Therefore, this section has not been completed

### **Collection development practices**

The process of selection of a core, opening day collection for a new library includes a variety of staff at various levels in the Los Angeles Public Library system and selected vendors. This includes staff from: Branch Library Services who administer the operations of the sixty seven branch (67) libraries, Multilingual Services with experts proficient in Spanish, Chinese, Korean, and other key languages spoken in Los Angeles, who coordinate selection and purchasing of materials in languages other than English, Children's Services, who coordinate selection and purchasing of materials for children from birth to eleven years old, Young Adult Services who coordinate selection and purchasing of materials for teenagers, twelve to eighteen, librarians from branches in neighboring libraries adjacent to the new branch library as well as librarians from the Acquisitions and Catalog Departments, and if they have been already appointed, the Senior Librarian, Children's Librarian, and Young Adult Librarian of the new branch library.

Based on the community needs assessment, Branch Library Services, working with community leaders, librarians in neighboring libraries and the librarians for the new branch, prepare a profile of the types, subjects, languages, and levels of materials the community wants and requires and highlight special needs and interests of the community. They also carefully review information related to the ethnic, educational, economic, age, religious, language, and cultural factors that characterize the community. Collection development specialists in Adult Services, Young Adult Services and Children's Services further develop the profile for the new collection. The information is written up for the various vendors who will be selected to provide the core collections.

The Los Angeles Public Library has worked with Baker and Taylor for core adult collections for four new libraries that recently opened, with BWI for

young adult and children's core collections, and local vendors for core Spanish language collections. Meetings are held with the vendors. Staff present and discuss with the vendors a summary of the community needs assessment and the collection profile developed for the new branch library.

Based on the profiles and direction of staff, the vendor representatives prepare selection lists in either paper or online format. The senior librarians in Adult Services, Young Adult Services and Children's select materials for purchase from the lists based on budget allocations that have been determined by Branch Library Services. These materials are ordered fully processed by the vendor. Collections are stored by the vendors and delivered to the completed library prior to its opening.

Once a branch library is open, library materials are selected and purchased to be added to the collection on a monthly basis. Ongoing collection development is done by the Senior Librarian, Children's and Young Adult Librarians of each branch library for that branch. They plan for selection and purchasing using an annual materials budget for the branch library. They each attend monthly book inspection meetings where new books are on display for review. They select from large selection lists prepared by the coordinating offices, Adult Services, Children's Services, and Young Adult Services. Orders are placed systemwide through Acquisitions. They are cataloged centrally and delivered to the branch libraries.

### **Summary of projected collections for new library**

The Building Program 2002 provides information on the projected collections to be housed in the new branch. Information on projected collection size is available for each format and subcategory of the collection.

Detailed information is provided on the type and quantity of shelving that will be needed to store the projected collection. The conversion factors that were used to calculate the amount of shelving required have also been included.

The amount of assignable square feet to house each of the shelving units as well as the total needed has also been provided.

#### *Building Program 2002*

Space Needs Summary

Building Program Summary

Allocation of the Library's Book Collection

Allocation of the Library's Media Collection

Allocation of the Library's Periodical Collection

- Adult Audio-Visual Collection
- Adult Fiction
- Adult New Books
- Adult Non-Fiction Collection
- Adult Periodicals
- Children's Reference Collection
- Reference Collection
- Teen Audio-Visual Collection
- Teen Collection and Seating

Shelving needs – Calculation summary

- Building Program 2002*
  - Building Program Summary
  - Supercategory Space Allocation
  - Shelving

## **Readers' Seats**

Summary of patron seating

The documents listed below provide information on the number, type and allocation of all patron seating that will be included in the new library.

- Building Program 2002*
  - Space Needs Summary
  - Building Program Summary
  - Supercategory Space Allocation
  - Current Magazine & Newspaper Display & Seating
  - Adult Seating Area
  - Children's Seating Area
  - Preschoolers' Reading Area
  - Teen Collection & Seating

Standards used to calculate seating

- Building Program 2002*
  - Reader's Seats

Summary of space needed for patron seating

The documents listed below provide information on the assignable square footage required for each of the patron seats as well as the total assignable square footage for all patron seating.

*Building Program 2002*  
Reader's Seats

## **Technology**

### Technology equipment

The documents listed below identify and describe the number and types of technology equipment and workstations required to support the service program of the new library.

*Building Program 2002*

Children's OPAC  
Circulation Desk  
Reference Services Area – OPAC  
Senior Librarian's Office  
Workroom  
Meeting Room  
Reference Desk

### Summary of space needed for technology equipment

*Building Program 2003*

## **Staff Offices and workstations**

### Staff organization

*Building Program 2002*

*Plan of Service 2002 – Section V*

### Staff workstations needed

*Building Program 2002*

Circulation Desk  
Senior Librarian's Office  
Workroom  
Reference Desk (Combined)

### Summary of space needed for staff workstations

*Building Program 2002*

**Meeting room requirements**

Number and capacity of meeting rooms

*Building Program 2002*

Children's Storytelling Area

Meeting Room

Study/Tutoring Room

Summary of space needed for meeting rooms

*Building Program 2002*

**Special purpose: Miscellaneous Space Needs**

*Building Program 2002*

Book Return Room

Computer/Telecommunications Room

Copy Center

Staff Lounge

Storage Room for Workroom

Workroom

AV, Chair & Table Storage Room

Kitchenette

**Non-Assignable space**

*Building Program 2003*

Custodian's Closet

Custodial Sink & Supply Closet

Mechanical Room

Rest Room – Staff